

# Winton Pre-School

Vigo Juniors School, Vigo Road, Andover, Hampshire, SP10 1JZ



<b>Inspection date</b>	17 July 2017
Previous inspection date	8 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff have a good understanding of their roles and responsibilities, including safeguarding children. They provide a safe and secure environment for children to independently explore and investigate.
- Staff make good use of their observations to plan interesting activities to support children's learning successfully. These activities include children's ideas, their interests and next steps.
- Children develop good communication skills, are enthusiastic learners and gain the necessary skills to help prepare them for their future learning.
- Overall, the manager monitors the quality of the setting well and uses regular supervision and team meetings to help develop staff practice.

### It is not yet outstanding because:

- Although children are not at risk, the provider has not provided Ofsted with the required information to complete suitability checks on all committee members.
- Staff do not seek precise information from parents about what children already know and can do when they first start, to identify accurate starting points in their learning.
- Staff do not consistently plan a range of opportunities to encourage children's understanding of everyday technology, to extend their growing understanding of the modern world.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ provide Ofsted with the required information to check the suitability of members of the committee.	31/07/2017

### To further improve the quality of the early years provision the provider should:

- gather more precise information when children first start and consider prior achievements fully when assessing their starting points to inform future planning
- place a sharper focus on extending the learning opportunities for children to explore ways of using information and communication technology.

### Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager and staff have made good progress since the last inspection. Leaders monitor children's progress effectively, for example, by analysing data and taking prompt action to reduce any identified gaps. Staff build effective partnerships with the link school and parents. For example, they regularly communicate and share information about children's learning. Parents feel included and speak highly of the staff team. Safeguarding is effective. Staff know the action to take if they have concerns about a child's welfare. Overall, there are thorough recruitment and induction procedures to ensure that staff are suitable for their roles and have a clear understanding of their responsibilities. However, the provider has failed to inform Ofsted of changes to new committee members. Despite this, the committee members do not have direct contact with the children and have Disclosure and Barring Service Checks, which minimises any impact on children's welfare.

### Quality of teaching, learning and assessment is good

Staff plan a balanced range of experiences that interests and motivates children to learn. They use their observations and assessments to plan for children's next steps in learning. Staff are developing new systems to make sure that different groups of children achieve as well as each other. In small-group times, children become engaged with stories, joining in with familiar games and extending their early literacy skills. Children enjoy exploring a variety of materials and textures. For example, they have fun making mud pies, create large pictures with coloured paints and investigate mixing cornflour together with water. Staff support children's mathematical and language skills well. For instance, they carefully phrase questions to build on what children already know and introduce new words, such as 'semi-circle'.

### Personal development, behaviour and welfare are good

Staff provide a warm and enjoyable environment in which children develop a strong sense of belonging. Staff supervise the children well to offer gentle reassurance and praise. Children are confident to seek help and support when needed. They delight in taking on additional responsibilities, such as tidying up. This contributes to children's self-esteem and independence. Children enjoy play and exercise, particularly investigating the outdoor environment, planting, painting and riding tricycles. Children behave well. They successfully learn to take turns, share and cooperate with others during their play. Children learn to be safe. For example, they hold knives carefully when spreading their crackers and safely exit the building during a practice fire evacuation drill.

### Outcomes for children are good

All children make good progress. They are motivated to learn and are keen to make choices about their play. They successfully develop the skills required for their next stage in learning. For example, they are independent, and they recognise their name. They enjoy counting, identifying numbers, and matching colours and shapes. Children learn about people and communities around the world and celebrate various festivals during the year.

## Setting details

<b>Unique reference number</b>	EY313933
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1073908
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Winton Pre School Committee
<b>Registered person unique reference number</b>	RP519575
<b>Date of previous inspection</b>	8 September 2016
<b>Telephone number</b>	01264 337153

Winton Pre-School registered in 2005. It operates from a room in Vigo Primary School, in Andover, Hampshire. The pre-school is open five days a week, term time only. Sessions are from 8.30am to 11.30am and from 12.10pm to 3.10pm, with an optional lunch club. The pre-school receives funding to provide 30 hours free early education for children aged two, three and four years. The pre-school employs nine members of staff, who are all qualified from level 2 to level 5. The pre-school supports an apprentice.

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