

Wind In The Willows Preschool Ltd @ ABC Durrington

Pavilion Hall, Recreation Road, Salisbury, SP4 8HH



Inspection date

Previous inspection date

11 September 2017

26 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
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 know all children very well. They provide a range of stimulating learning opportunities indoors and outdoors. All children make good progress from their initial starting points.
- The manager and staff are good role models. They teach children to show good manners and to form friendships. Children know to be tolerant and kind. They learn to take turns and share.
- Partnerships with parents are good. The manager and staff keep parents well informed of children's progress, and how this could be extended at home. Parents speak very highly of the manager and staff. They value the care and learning their children receive.
- The manager and staff have worked hard since the last inspection, addressing all actions and recommendations raised. They know what the setting's strengths and weaknesses are, and implement effective improvement plans to help maintain children's good outcomes.

It is not yet outstanding because:

- At times, staff do not recognise some opportunities to extend children's early interests in mathematical language and concepts to the highest possible level.
- Occasionally, some routines are not consistently organised well enough. Children become restless while they wait to engage in meaningful learning experiences of their choosing.

What the setting needs to do to improve further

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

- develop staff knowledge and understanding of how to further extend children's early interests in mathematical language and concepts to the highest levels
- review the routines of the setting to reduce the time children have to wait before they can follow their own interests and engage in meaningful activities.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector checked a sample of documentation, including staff suitability checks; safeguarding knowledge; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager and owner.
- The inspector completed a joint observation with the owner.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes in child protection legislation. They have a clear understanding of the procedures to follow if they have a concern about a child's welfare. The manager uses robust recruitment, induction and vetting processes to help make sure all staff are suitable for their role. The manager monitors and tracks children's development. Additional support is provided, as required, so that any identified gaps close quickly. The manager works closely with her staff team and monitors their performance well. For example, they share ideas and attend regular team meetings, to help improve children's outcomes. The manager and staff are qualified and experienced. They update their skills and knowledge through targeted professional development opportunities. For example, recent training has helped staff gain a deeper understanding of how children can express their ideas through early writing. The manager works closely with a range of other professionals, to help support continuity in care.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's progress. Overall, they use this information to identify and plan for children's next steps in learning. Staff support children's communication skills well. For example, they engage them in conversations, model new words, such as 'stem' and 'root', and children eagerly talk about what they are doing. Staff encourage children to test out their early design skills. For example, children construct large trains and bicycles with interlinking blocks. They experiment with sound using spoons and cups. Children are imaginative during their play. They have great fun as they pretend to go camping, make 'ice cream' and eagerly dig for treasure in a 'purple swamp'. Staff help children to investigate different textures. For example, children create their own artwork using dough, vegetables and paint.

Personal development, behaviour and welfare are good

Children develop strong bonds with their key persons. They are confident, emotionally secure and develop a good sense of belonging. Children learn about the importance of a healthy lifestyle. For example, they discuss healthy food groups and the importance of washing their hands. Staff provide daily opportunities for children to play outdoors. Children are confident to explore and take measured risks. They learn to respect people's differences as they explore their own cultures and beliefs, and those of others. For example, they visit their local church regularly and learn about festivals, such as harvest.

Outcomes for children are good

Children gain key skills for the next stage in their learning and eventual move on to school. They are confident, sociable and become increasingly independent. Children's literacy skills are developing well. They recognise and write the letters from their names, write them accurately, and learn to blend letters and sounds. Books are readily available for children and they enjoy repeating key phrases as they listen to stories.

Setting details

Unique reference number	EY467428
Local authority	Wiltshire
Inspection number	1083834
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	41
Number of children on roll	20
Name of registered person	Wind in the Willows Pre-School Ltd
Registered person unique reference number	RP904209
Date of previous inspection	26 January 2017
Telephone number	079979675789

Wind In The Willows Preschool Ltd @ ABC Durrington registered in 2013 and is located in Durrington, Wiltshire. The pre-school opens five days a week during school term times. Sessions are from 8.45am to 3.15pm on Monday, Tuesday, Thursday and Friday, and from 8.45am to 12.45pm on Wednesday. The pre-school receives funding to provide free early education to children aged three and four years. There are four members of staff who work with the children. Of these, three have an early years qualification at level 3 and one has a qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

