

Wingle-Tye Pre-School Ltd

Nelmes School, Wingletye Lane, Hornchurch, Essex, RM11 3BX



Inspection date	16 March 2018
Previous inspection date	18 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provider and manager are good leaders. Self-evaluation is accurate. The provider gathers the views of parents, staff and children and acts on these views to help to maintain good standards of care and learning. Improvements made have a positive impact on children.
- Teaching is strong. Staff interact well with children and use open-ended questions to help to promote children's communication and language skills. They observe children's learning and plan varied activities.
- Children's behaviour is good. Staff manage it effectively and reward positive behaviour well. They teach children how to keep safe. For example, staff explain to children that the ice on the ground might be slippery and they should take care when standing on it.
- All children learn the skills they need for the next stage in their learning, including school. Children who speak English as an additional language are confident communicators. They can speak in and understand English.

It is not yet outstanding because:

- The provider's supervision of staff does not focus precisely enough on raising the quality of teaching to an outstanding level.
- Staff do not gather enough detailed information from parents about all their children's capabilities when they first start.
- Staff do not regularly share information with the providers of other settings that children attend to fully promote continuity in their care and learning.

What the setting needs to do to improve further

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

- enhance the supervision of staff to identify ways to build on the already good-quality teaching even further
- extend the range of information gathered from parents when children first start to identify all their capabilities
- strengthen partnerships with the providers of other settings that children attend to help to further promote the continuity in children's care and learning.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Monitoring of children's learning is good. The provider accurately and quickly identifies less-able children who need additional support in their learning. The manager works well with other professionals to help to support children who have special educational needs (SEN) and/or disabilities to help to narrow the gaps in their learning. The provider effectively identifies aspects of children's learning where there is scope to accelerate their progress even further. For example, she has identified ways to increase children's progress in reading. She has split children into two ability groups to help older children to build on their reading skills in readiness for school. Safeguarding is effective. The provider rigorously checks all staff to help to ensure they are suitable to work with children. Staff have a robust understanding of how to identify and report concerns about children's welfare. They have an up-to-date knowledge of safeguarding legislation. Risk assessments help to minimise potential hazards in the environment. For instance, staff have covered up bolts sticking out from a new fence in the garden.

Quality of teaching, learning and assessment is good

Staff's teaching helps to successfully build on children's interests. They provide activities that enable children to explore their fascination with dinosaurs. For example, children hunt for toy dinosaurs that staff have hidden in ice. They solve problems independently, including how to get the dinosaurs out of the ice by throwing the ice on the ground outside to smash it. Staff promote children's understanding of the world through the activities they provide. They teach children that the sun will melt the ice because it is warm. Staff skilfully adapt their teaching to support the most able children. For instance, they give them opportunities to write their own name and form recognisable letters.

Personal development, behaviour and welfare are good

Staff promote equality and diversity effectively in their practice. For example, they invite parents of different cultures into the pre-school to teach children about their own customs and celebrations, such as Chinese New Year. Since the last inspection, staff have developed the indoor and outdoor environments well. The role-play area inside is much more stimulating and promotes children's imaginations well, such as children pretend to be hairdressers. Staff promote children's healthy lifestyles to a good standard. They help children to develop good physical skills, such as learning how to move in different ways during group games. The arrangements for when children move to school are strong to help children to feel confident about starting school.

Outcomes for children are good

All children make good progress in their learning. They are keen learners with high levels of engagement and motivation. Children recognise numbers that hold a personal significance to them, such as their house number. They are making expected progress in their personal, social and emotional development, such as using good manners at mealtimes.

Setting details

Unique reference number	118590
Local authority	Havering
Inspection number	1089205
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	46
Name of registered person	Wingle-Tye Pre-School Ltd.
Registered person unique reference number	RP902533
Date of previous inspection	18 June 2015
Telephone number	01708 478449

Wingle-Tye Pre-School Ltd registered in 1992. The pre-school is open each weekday from 8.45am to 3pm, during term time only. The pre-school receives funding to provide free early education to children aged two, three and four years. There are eight members of staff. All hold relevant early years qualifications at level 2 or above.

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