

### Inspection date

15 May 2018

Previous inspection date

7 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	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

- Management reflects on and evaluates practice well, to improve the quality of provision. For example, management has introduced data analysis sheets to highlight specific areas of underachievement and effectively adapt planning to improve the outcomes for all children.
- Staff build on children's interest in books and take this opportunity to strengthen early literacy skills. For instance, they ask carefully directed questions about the story and encourage children to finish the end of sentences.
- An effective key-person system and strong links with parents support children to form secure attachments. Staff show sensitivity and care towards children. This helps to build good self-esteem and children are confident to approach staff for comfort and help.
- Children are making good progress towards their early learning goals and are working comfortably within the range of development typical for their age.

### It is not yet outstanding because:

- Some staff miss opportunities to promote healthy lifestyles. For example, staff do not make full use of lunchtime or music and movement sessions to discuss the impact of healthy food and physical exercise on the body.

## What the setting needs to do to improve further

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

- enhance children's understanding of how a healthy diet and physical exercise affect their body to support healthy lifestyles even further.

### Inspection activities

- The inspector spoke to children, parents, the manager and staff.
- The inspector and the manager carried out a joint observation of a focused activity.
- The inspector observed activities and play in the main hall, the smaller room, during snack time and in the garden.
- The inspector sampled documents, including policies, training certificates, accidents and incidents, and children's records.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management ensures that staff remain up to date with safeguarding training. Staff have a secure knowledge of how to recognise potential risks and know how to escalate concerns to keep children safe. Management has strong links with external agencies and works closely with the area special educational needs coordinator to ensure that children receive the support they need. Management deploys staff effectively, to make use of their specific skills and knowledge. For example, highly qualified members of staff facilitate additional focused activities for older children, to prepare them well for their move on to school.

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

Staff complete detailed observations of children's development and use these assessments to plan engaging activities to support children in meeting their next steps and to enhance their learning further. Staff have a strong understanding of how to provide learning opportunities which engage children effectively in adult-led activities, as well as child-initiated play. Children show characteristics of effective learning, as they complete tasks such as sorting patterned socks and inserting wooden pegs. Staff provide an interactive environment that encourages children to look at letters on the table during snack time and initiate conversations about sounds and words. Children then extend this idea themselves, by initiating a game of snap, to recognise and match the letters.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and secure environment for children that celebrates diversity and reflects a variety of lifestyles. For example, parents provide empty food packaging for the role-play area in children's home language. Children have opportunities to use their first language within the setting and gain confidence in their communication skills. Children enjoy learning about the wider world, as they explore the natural logs and pine cones with magnifying glasses in the garden. Children enthusiastically talk about the 'flowers that grow' and the 'rain that waters them'. Staff support children to manage their own needs. For example, children pour their own drink from open jugs and clear away their plates, cups and chairs at the end of snack time. Children's behaviour is good.

### Outcomes for children are good

Staff place a strong focus on supporting children to develop skills that will assist them in their future learning. For example, children master pencil control and learn to write their name. They learn to fasten zips on coats correctly and compare a set time on a wooden clock with the working clock, to understand when an activity is next happening.

## Setting details

<b>Unique reference number</b>	118591
<b>Local authority</b>	Havering
<b>Inspection number</b>	1126721
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Wingle-Tye Pre-School Ltd.
<b>Registered person unique reference number</b>	RP902533
<b>Date of previous inspection</b>	7 July 2015
<b>Telephone number</b>	01708 438282

Wingle-Tye Pre-School Ltd 2 registered in 1996 in Hornchurch, in the London Borough of Havering. The setting employs 10 members of childcare staff. Three are qualified to level 4, four are qualified to level 3, two are qualified to level 2 and one is unqualified. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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