

# Winsham Pre school

Winsham Primary School, Church Street, Winsham, Chard, Somerset, TA20 4HU



## Inspection date

13 July 2018

Previous inspection date

6 November 2014

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

- All children make good progress. Older children learn how to identify the first letter sound in words, read their names and begin to write them. Younger children learn how to count and play imaginative games with their friends. Staff prepare children well for the move to school by meeting and working well with teachers and parents.
- Staff assess children's progress accurately by observing their play and planning activities that will interest them. Staff question children carefully and enable them to make links in their learning and develop their critical-thinking skills.
- Children develop confidence because they know that staff value their contributions and requests. Children respect each other and learn to share their toys and play well together. Staff cultivate a strong partnership with parents so that parents can support learning at home. For example, parents and children borrow books each week.
- The manager and staff work together well as a team. They evaluate the strengths of the pre-school effectively and are ambitious to improve it continually. They work well with the committee to meet all requirements.

### It is not yet outstanding because:

- Staff do not always make the most of the opportunities to extend children's knowledge of shape, space and quantity in the activities they choose.
- Staff do not consistently adapt their commentary, explanations and modelling of language to meet the specific needs of the youngest children.

## What the setting needs to do to improve further

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

- ensure that staff provide more opportunities for children to develop their mathematical understanding of shape, space and quantity in the activities they choose
- ensure that staff's explanations, commentary and modelling of language are adapted for the needs of the youngest children.

### Inspection activities

- The inspector observed teaching and learning indoors and outdoors.
- The inspector spoke to children, staff and parents.
- The inspector conducted a joint observation of teaching and learning with the manager.
- The inspector met with the chair of the committee.
- The inspector sampled necessary documents, policies and procedures.

### Inspector

Janet Dinsmore

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has improved the planning of activities by utilising the training and knowledge of staff. They have each used their expertise to take responsibility for mathematics, phonics, growing plants and outdoor learning activities, for example. The manager improves teaching by making accurate observations of areas to develop in staff's practice. The manager checks the progress of all the groups of children so no one falls behind. She ensures planned activities and staff's observations of children's learning cover all areas. Safeguarding is effective. The manager and staff make sure they record information accurately so that it can be shared effectively with other professionals when necessary.

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

Staff arrange the resources so that children can develop their interests. For example, they provide a large book about dinosaurs so that children can look at the illustrations and develop their drawing skills. Staff provide a range of flowers and tools so that children can explore the different colours and effects when they put petals in water, for example. Children have good opportunities to develop their physical skills when working with a sports coach who provides imaginative activities. Staff follow children's interests well, providing extra equipment when children decided to have an imaginary picnic on the beach, for example. Staff extend children's knowledge well. When children explain that a model fish is a shark 'because it has a pointy thing' staff tell them about dolphins and whales also having a fin on their backs.

### Personal development, behaviour and welfare are good

Children learn to cut up fruit safely, preparing the snack for their friends. Children independently wash their hands and pour their drinks. Staff ensure children adopt good habits to keep themselves safe. Children look and listen for traffic when they walk to the nearby field. They put on their seatbelts when going on an imaginary journey in a car. Children follow instructions from the sports coach. They understand the rules of a game, eagerly running to hoops on the field to prevent the pursuing 'foxes' from catching their 'rabbit's tail'. Children are curious, investigating how an insect hides in the sand. They maintain their concentration so that they finish their drawing or painting.

### Outcomes for children are good

Older children are observant. They recognise numbers around them and make links in their learning. They know that the number being discussed is the same as their birth date and the one being displayed on the computer screen, for example. They recognise that 'goat' and 'goggles' start with the same sound and can count the legs on a spider. Younger children check there are enough plates for all three children going on a picnic. They retrieve water to mix with the sand in the sandpit so that it makes firm castles. Staff work well with other professionals who provide them with advice for activities that enable children with gaps in their learning to catch up.

## Setting details

<b>Unique reference number</b>	EY331760
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1070767
<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>	12
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Winsham Pre-School Committee
<b>Registered person unique reference number</b>	RP523036
<b>Date of previous inspection</b>	6 November 2014
<b>Telephone number</b>	07758820432

Winsham Pre school is run by a committee. It registered in February 2006 and is in the grounds of Winsham Primary School. It is open from 9am until 3pm each weekday during term time. The pre-school receives funding to provide free early years education for children aged two, three and four years. The manager is qualified at level 3. There are four other members of staff. One qualified at level 6, one at level 3 and two at level 2.

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