

Winshill Pre-School

The Towerview Primary School, Vancouver Drive, BURTON-ON-TRENT,
Staffordshire DE15 0EZ



Inspection date	22 March 2019
Previous inspection date	12 February 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children with special educational needs and/or disabilities (SEND) make excellent progress. Managers use funding extremely well to help all children reach their full potential.
- Parents praise the exceptional care provided and the progress that their children make. They are fully involved in their child's learning and development and receive high levels of support to continue with their children's learning at home. Parents contribute towards their child's assessments and are provided with regular and highly informative updates about their child's activities and progress.
- Staff are led by an inspirational management team that is totally dedicated towards improving the lives of children and their families. Continual and close evaluation of all aspects of the effectiveness of the pre-school helps drive forward further improvements.
- Staff meticulously monitor the progress that children make and set clear targets that help all children to make significant progress and achieve very well. Managers closely evaluate the achievements of groups of children to ensure very high standards are reached.
- Staff fully exploit the wealth of learning opportunities afforded by the pre-school's outdoor areas. The resources are extensive and greatly inspire children to use their imaginations and problem-solving skills. Children relish in the rich opportunities to find out about the world around them as they learn about nature and their environment.
- Children have exceptionally wide-ranging opportunities to develop excellent literacy skills. They make marks using a broad range of materials, such as wooden chalk boards and electronic pads. All children, including those who speak English as an additional language, make excellent progress in the development of their communication and speaking skills.

What the setting needs to do to improve further

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

- consider ways to enhance the already excellent organisation of group activities and monitor the impact that this has on children's learning.

Inspection activities

- The inspector observed activities indoors and outdoors, and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with both managers of the pre-school. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Susan Rogers

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff demonstrate excellent knowledge of safeguarding practices. There are robust arrangements that ensure staff fully understand the procedures to follow if they have concerns about a child's well-being. Staff are highly skilled in reflecting on their practice. They record some teaching sessions and share these with other staff to further strengthen their practice and skills. Managers seek out extensive training for staff that has a positive impact on children's learning. The management team uses additional funding to provide highly unique and tailored opportunities for children to develop their skills and abilities. Managers recognise the importance of monitoring group activities even more to enhance the already excellent learning opportunities for all children. There are exemplary partnerships with the host school. Children visit their prospective class and meet the class teacher. This helps teaching staff to get to know children extremely well before they start.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled teachers and plan activities which enthuse and motivate children. Children's critical-thinking skills are very well promoted. For example, they learn to use a large balance scale and experiment as they transfer wooden pieces from one bucket to another to discover which one is heaviest. Staff use innovative ways to support children's developing communication and language skills. Children participate in fascinating discussions with staff, which extends their confidence to hold conversations at a more complex level. Staff skilfully engage children in storytelling activities. Children delight in using props to represent the characters in the story so that they play an active role. Staff are highly skilled when asking children questions that sustain children's attention and promote their language skills.

Personal development, behaviour and welfare are outstanding

Staff provide wonderful nurturing interactions which means that children feel very secure in their care. Staff are consistently warm and caring, which helps children to settle. Children demonstrate impeccable behaviour and are very considerate of each other. Staff are immensely skilled in promoting children's positive behaviour and they praise children in a meaningful way. This helps children to develop a positive sense of themselves and of others. Children discover how to keep themselves safe when they play. They walk along balancing beams and use tools to dig in the garden. Staff skilfully support children to be independent. For example, older children learn to take responsibility for simple tasks, such as sweeping up and tidying away.

Outcomes for children are outstanding

Children make rapid progress in their development. They are highly confident and develop exceptional social skills. Children are fully engaged in their learning. They explore independently and solve problems, for example, as they work together in the mud kitchen and use balancing scales. Children learn how to use their imaginations and develop imaginary ideas as they play. They are creative and talk animatedly about their ideas and what they are doing. Children are extremely well prepared for the next stage in their learning and as they move on to school.

Setting details

Unique reference number	218284
Local authority	Staffordshire
Inspection number	10072567
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	48
Number of children on roll	49
Name of registered person	Winshill Pre-School Committee
Registered person unique reference number	RP908671
Date of previous inspection	12 February 2016
Telephone number	01283538414

Winshill Pre-School opened in 1967. The pre-school employs 13 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and two hold early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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