

# Covingham

## Roundabout Pre-School

Covingham Primary School, Martinfield, Swindon, Wiltshire SN3 5BA



<b>Inspection date</b>	24 April 2019
Previous inspection date	15 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

### Summary of key findings for parents

#### This is a provision that requires improvement

- The manager does not always ensure that staff are deployed effectively to meet children's learning needs.
- The quality of teaching is inconsistent. Some assessments of children's progress are not accurate. This hinders the progress that some children make.
- Staff do not support the quieter children's social skills as well as possible to help them be emotionally well prepared for their next stage in learning.

#### It has the following strengths

- The manager evaluates the quality of teaching accurately. She monitors the quality of the provision, seeking the views of staff and parents. She identifies and targets areas for improvement, for example planning for children's next steps in learning.
- The manager and staff form strong partnerships with parents and other professionals. They work well together to share information and provide consistency for children.
- Staff are friendly, caring and approachable. They provide a welcoming and well-resourced learning environment, indoors and outdoors.
- Parents speak positively about the manager and staff. The key-person system is effective. Staff know children and their families well, and most children settle quickly and engage eagerly in activities on arrival.
- Children behave extremely well and understand the 'golden rules'. Staff make their expectations clear and support children successfully to resolve conflicts.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
deploy staff effectively to meet children's learning needs	03/05/2019
improve the quality of teaching and accuracy of assessment to a consistently good level, to help children achieve the best outcomes possible	31/08/2019
ensure all children are emotionally well prepared for their next stage in learning.	01/06/2019

### Inspection activities

- The inspector had a tour of the premises with the manager and the provider.
- The inspector observed the quality of teaching indoors and outdoors.
- The inspector talked to the provider, the manager, staff, children and parents at appropriate times.
- The inspector completed two joint observations with the manager, indoors and outdoors.
- The inspector sampled a range of documentation, including children's and staff's records, staff suitability checks and the safeguarding policy and procedure.

**Inspector**  
Karen Allen

## Inspection findings

### Effectiveness of leadership and management requires improvement

At times, staff are not deployed effectively. This does not support children's learning and emotional well-being. Although the manager implements staff supervision, and coaches and supports new staff well to develop their confidence, the quality of teaching throughout the pre-school is not consistently strong. Recent training about developing children's interest in reading has helped staff to provide a wider range of activities and resources to support children's literacy skills. Safeguarding is effective. Staff have a secure knowledge and understanding of child protection and wider safeguarding issues. They know what to do should they have any concerns. The leadership team uses robust recruitment and induction procedures to ensure staff's suitability for their roles. Leaders use additional funding appropriately to help narrow identified gaps in learning.

### Quality of teaching, learning and assessment requires improvement

Although staff observe children regularly and track their progress, some assessments are not accurate. Staff miss opportunities to reshape play and activities to extend children's learning. Some routine adult-led activities are not purposeful, and children sit for long periods, becoming disengaged and restless. Staff promote most children's communication and language skills well. For example, they use signing and pictures to support those children with speech delays and those with special educational needs and/or disabilities. They engage children in meaningful conversations to encourage their creative ideas, for example when decorating eggs. Overall, staff help children to develop mathematical skills. They teach children to recognise written numerals, and to sort resources, such as plastic bears, by size. Children use number language in their play. They delight in telling adults that they have drawn '1000 crosses' on the playground which they must not stand on.

### Personal development, behaviour and welfare require improvement

At times, staff do not promote children's emotional well-being, social skills and confidence well enough. For instance, quieter children, who play alone or alongside others, do not receive any interaction from staff for long periods. Children benefit from plenty of fresh air and exercise. They develop their physical skills. For instance, children negotiate space well as they manoeuvre the push-along cars around the outdoor area. They develop their pincer grip using a variety of tools and resources in preparation for writing. Staff teach children about individual differences in the world. For example, children sing welcome songs in different languages. Children develop their self-care and independence skills.

### Outcomes for children require improvement

The weaknesses in the quality of teaching and staff deployment mean that not all children make the progress of which they are capable in readiness for the next stage of their learning. Children develop their listening skills. They enjoy painting and mark making, such as using chalk to draw roads on the floor outside. They gain hand-to-eye coordination, for example as they use scoops to fill containers with water. Children enjoy role play and develop their imagination. They are kind and caring, share and take turns.

## Setting details

<b>Unique reference number</b>	EY398647
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10074313
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Covingham Roundabout Preschool Limited
<b>Registered person unique reference number</b>	RP903433
<b>Date of previous inspection</b>	15 January 2016
<b>Telephone number</b>	01793 529952

Covingham Roundabout Pre-School registered in 2010. It operates from a building in the grounds of Covingham Primary School, in Swindon, Wiltshire. The pre-school opens from 8am to 3pm Monday to Thursday, and on Friday from 8am to 12 midday, during term time only. The pre-school receives funding for free early years education for children aged two, three and four years. There are 10 staff who work regularly with the children. Of these, six hold early years qualifications at level 3 and four hold qualifications at level 2.

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