

Inspection of Winton Pre-School

Winton Baptist Church, 15 Cardigan Road, Winton, Bournemouth, Dorset BH9 1BD

Inspection date: 19 September 2019

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Good |

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated learners and demonstrate exceptional levels of inquisitiveness. They thrive in the well-resourced and stimulating environment, where staff offer a wealth of exciting opportunities to explore and investigate. Children with special educational needs and/or disabilities receive exemplary levels of support. The management team works closely and consistently with a wide range of professionals to support children's individual care and learning, to help them make the best start in life. Staff make secure and timely interventions when needed, to ensure all children to achieve their potential. Children join in eagerly with activities and make significant progress from their individual starting points.

Staff develop exceptionally strong and positive relationships with children. Children show a secure sense of well-being, which contributes to them being very well equipped with the skills required for their future learning. They are extremely confident and self-assured, expressing a very positive attitude towards learning. Staff use very effective approaches, such as promoting consistently cooperative play and sharing, to reinforce positive behaviours. They know the standard of behaviour expected of them and are kind and considerate to others. Children are highly inquisitive, confident and talkative, demonstrating a very positive attitude towards learning.

What does the early years setting do well and what does it need to do better?

- Children are learning to become extremely confident communicators. Staff focus highly on supporting children, including those who speak English as an additional language, to develop excellent communication and language skills.
- The management team works meticulously with staff to monitor children's progress and to identify and address areas swiftly where extra support may be required. Staff support the individual developmental needs of children extremely well, drawing on the advice of the special educational needs coordinator. All the staff have a clear passion to ensure that they give children every opportunity to develop.
- Staff are exceptionally strong and enthusiastic teachers. They provide excellent opportunities for children to explore and develop their own ideas. Staff recognise when their involvement in children's play significantly enhances their learning. For example, under supervision, children enthusiastically use tools, such as hammers and screwdrivers, to mend their playhouse and they use knives with increasing precision to cut and prepare vegetables for a printing activity.
- Children confidently recognise shapes and use mathematical language to talk about capacity. For instance, older children compare weights using a weighing scale and discuss differences, including full and empty, more and less.
- Children are highly motivated and maintain excellent concentration for long

periods of time in activities. For example, children actively take part in new group experiences, such as exploring different tones on a drum and adding rhythms to the songs they sing.

- Staff recognise every moment as a potential learning opportunity. For example, when children roll cars down ramps they have built using guttering outside, staff extend this by encouraging them to draw a car park on the floor using chalk. They ask the children thought-provoking questions about numbers and shapes. Staff create an environment where children safely explore, use resources in different ways and experiment.
- Staff use highly effective methods to support children to be healthy. For instance, they work closely with parents to encourage them to provide healthy and nutritious packed lunches. Staff encourage children to play regularly outside and engage them in music, dance and yoga activities. Staff make the very best use of opportunities to help children learn new words and practise using them. For example, they use the words 'exhale' and 'inhale' to help children learn about breathing.
- Staff make exemplary links with the community. For instance, children invite elderly residents in the local area to participate in storytelling, singing and gardening activities.
- The manager is highly effective at monitoring staff's practice and supports them well through regular supervision and staff meetings. She has developed a culture of ongoing training, which helps staff to develop their outstanding skills further. For example, recent training on speech and language has contributed to enhancing children's learning and development.
- Members of the highly effective management team review the quality of the provision regularly. They reflect on children's progress, and seek and value the views of staff, parents and professionals to successfully drive improvements.
- Parents are exceptionally complimentary about the warm and caring atmosphere the staff provide, and the progress they see their children make. They appreciate the advice and guidance they receive to help them support their children's learning at home.
- Recruitment and suitability procedures for new staff are thorough. Management supports staff well through regular supervision and staff meetings.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an excellent understanding of her role in protecting children from harm. She works hard to ensure staff have an excellent understanding of the processes to follow if they had concerns about children's safety or welfare. The manager deploys staff very well to ensure children receive ongoing and effective supervision and support indoors and outdoors. Staff regularly risk assess the environment and activities to ensure any areas of potential risk are eliminated, to ensure children play and learn in a safe environment.

Setting details

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|--|---------------------------------------|
| Unique reference number | 100538 |
| Local authority | Bournemouth, Christchurch & Poole |
| Inspection number | 10061664 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 20 |
| Name of registered person | Winton Pre-School Playgroup Committee |
| Registered person unique reference number | RP908667 |
| Telephone number | 07305 240440 |
| Date of previous inspection | 26 April 2016 |

Information about this early years setting

Winton Pre-School registered in 1992. It is run by a committee of parents and operates from a community hall within Winton Baptist Church in Bournemouth, Dorset. The pre-school receives funding to provide free early years education for children aged two and three years. The pre-school is open each weekday. On Wednesdays, it opens from 9am to 12pm. On the other days, sessions are from 9am to 1pm. The pre-school operates during term time only. There are five members of staff including the manager. Of these, three have an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector observed the quality of activities available for children indoors and outdoors, and discussed the planning of activities with the staff.
- The inspector had a tour of the setting with the manager and staff.
- The inspector held a meeting with the manager and deputy, and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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