

Inspection of Winford Village Preschool

Winford Village Preschool, C/O Winford Church of England Primary School, Felton Lane, Winford, BRISTOL BS40 8AD

Inspection date: 13 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The caring staff warmly welcome children into the pre-school. They help children settle in and know them very well. The children know who to go to for support and the staff are very attentive. Children are motivated to learn and confidently choose from a range of activities on offer, such as cutting and sticking, building blocks and trays of inviting resources to support their fine motor development.

Children can freely choose what they want to play with and also participate in adult-led group activities throughout the day. The environment is well organised and the curriculum is broad. The quality of teaching and staff's interactions with children are good and staff follow children's interests.

The staff have high expectations for all of the children who attend. Children are confident, independent and well behaved. They take care of their own belongings and personal needs and show a good understanding of the expectations for their behaviour. Children show a real sense of pride in their achievements, for instance when balancing, taking turns and cutting in straight lines, and staff are quick to praise them. Overall, children progress well and are ready for the next stage in their education.

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

- Children benefit from a wide range of activities based on their interests and current stages of development. For example, staff provide opportunities to develop children's muscle strength in their hands, support counting skills using stickers chosen by children and build walls outside with large bricks, cement and trowels.
- Staff use effective questioning and model language well through games such as hide and seek using binoculars they have made. This supports children to express their ideas and extend their vocabulary by using words to describe what they can see.
- Children know the rules and are very well behaved. On occasions, when children struggle with managing their feelings, staff take effective action to support them to understand right from wrong.
- Staff promote children's emotional well-being effectively. They support children to settle in very quickly and form secure attachments with their key persons and other adults.
- Parents are invited to attend an induction session before their children start the pre-school and they are kept informed about their children's progress. However, they are not as well informed about ways to support their children's learning at home.
- The manager provides opportunities for the staff to discuss children's progress

at regular staff meetings. This helps to ensure that all children benefit from appropriate support and that no child falls behind.

- The setting has good links with the school and children benefit from opportunities to prepare for their move to school. For example, they take part in circle time on a carpet that is the same as in the Reception classroom and learn to respect one another's personal space. They also participate in physical activities in the school hall.
- Staff promote good hygiene practices with the children. They encourage children to manage their self-care, for example independently rolling up their sleeves to prevent 'soggy sleeves' before washing their hands. However, staff do not consistently use opportunities to promote children's knowledge of healthy food and the effect that different foods have on their bodies.
- Children listen attentively to stories that staff read in an engaging way and they are given the opportunity to take books home to share with their parents in book bags provided by the pre-school. This supports the children's literacy development well.
- Leaders have an ambitious vision for providing high-quality, inclusive education and place children's needs central to their practice. All children, including those with special educational needs and those who receive additional funding, make good progress in relation to their starting points.
- Staff are well supported through meetings with the manager and the deputy, and they consistently report high levels of well-being.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The manager and her staff have a secure knowledge of what to do if they are concerned about a child's welfare. They can identify different indicators of abuse and know how to report concerns, including the relevant agencies to contact, if appropriate. Recruitment processes are in place to ensure staff are suitable to work with children, and staff are aware of procedures and actions if they had a concern about a colleague's practice. The premises are safe and secure and are risk assessed daily.

What does the setting need to do to improve?

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

- make greater use of opportunities to teach children about the importance of healthy eating and the effect that food has on their bodies
- develop more effective relationships with parents in order for them to support their children's learning at home.

Setting details

Unique reference number	EY363099
Local authority	North Somerset
Inspection number	10126111
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 to 4
Total number of places	20
Number of children on roll	29
Name of registered person	Winford Village Pre-School Committee
Registered person unique reference number	RP905929
Telephone number	01275 472 742
Date of previous inspection	14 October 2015

Information about this early years setting

Winford Village Preschool registered in 1987 and moved to its current site in 2011. It is situated in the grounds of Winford Church of England Primary School and is run by a committee. The pre-school is open from 8.45am until 2.45pm Monday to Thursday, and from 8.45am until 12.45pm on Friday. It employs eight members of staff to work with the children. Of these, two are qualified teachers, one holds a qualification at level 5 and three hold level 3. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Den Russell

Inspection activities

- The inspector completed a learning walk with the manager and deputy of the setting to understand how the early years provision and curriculum are organised.
- The nursery manager and the inspector carried out a joint observation of a planned activity.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector had a meeting with the manager and deputy of the setting and looked at documentary evidence, including evidence of the suitability of staff working in the setting.

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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