

Inspection of Covingham Roundabout Pre-School

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

Inspection date:

3 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled. They demonstrate confidence in making their own choices about what they would like to play with. Children learn to be independent. They follow the daily routines with little support from staff. For instance, children confidently prepare themselves to go outside, by changing their shoes and putting on their own coats.

Staff provide interesting activities that capture children's attention. However, they do not consider what children need to learn next. The activities that staff provide are not targeted well enough to help children make the progress of which they are capable. Staff do not provide effective support to children who speak English as an additional language, to help them to communicate, develop their language and make relationships with staff and other children in the pre-school.

Children behave well. They are kind and considerate of their peers. For example, older children help the younger children to put their belongings in to their bags. Staff are caring and kind. They share information with parents about children's progress. However, the manager and staff do not work with parents and other professionals to gain an understanding of children's development when they first attend the setting. This means that staff are not aware of all children's needs and interests. As a result, staff struggle to support children appropriately.

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

- Staff work with parents to help children to settle into the pre-school. They provide settling sessions and play alongside the children. However, they do not gather precise information from parents or other professionals when children first attend, to get a better understanding of children's needs. This means that staff do not know children's needs and capabilities.
- Overall, staff interact well with most children. They play alongside them and show interest in what children are playing with. However, staff do not consider how they can support the needs of children who speak English as an additional language. They do not take action to help these children to be engaged, develop their language and make better progress in their learning.
- Staff support children to learn how to keep themselves safe outside and when using different equipment. For instance, children help staff to check and risk assess the garden before they go out to play, and staff remind them how to handle scissors and to use knives appropriately, to cut up food.
- Children benefit from lots of fresh air and exercise. They enjoy using the well-equipped garden and staff provide plenty of opportunities for children to develop their physical skills. For instance, children enjoy racing their friends on the

bicycles and they excitedly dig in the sand pit to see what they can find.

- Staff make observations and assessments of children's development on a regular basis. However, they do not use the information that they gather well enough, to provide activities to help children make better progress in their learning. For instance, staff do not consider what children need to learn next. They plan activities that are not targeted to what children need to learn. These activities are often pitched too high and children can not understand and take part.
- Staff help to raise children's confidence and self-esteem. For instance, they provide children with opportunities to be the 'helper', where they get to ring the bell and assist staff. Children are involved in counting and working out how many children are present each day. They relish in this responsibility and show pride in their achievements.
- Staff support children to learn how to be healthy and lead healthy lifestyles. Children enjoy exploring different foods as they consider which ones are good for them. They explore the textures and tastes of different fruit and vegetables, and talk about needing to brush their teeth after they eat sweets.
- Staff provide children with opportunities to be creative through painting, chalking and making models. Children enjoy creating their own artwork and excitedly show their work to staff when they have finished.

Safeguarding

The arrangements for safeguarding are effective.

The leader, manager and staff have a good understanding of their responsibilities to keep children safe. Staff undertake regular training and they have a secure knowledge of the procedures that they should follow should they have concerns about the welfare of a child. The leader and manager follow robust procedures to safely recruit staff who are suitable to work with children. Staff have a good understanding of their responsibilities to monitor and manage risks. They follow good procedures to ensure that the premises and resources are safe and suitable for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide better support for children who speak English as an additional language, so that they can develop relationships with other children and make better progress in their learning	23/03/2020

make better use of the information gathered from assessment, to meet children's individual needs and help them make better progress in their learning.	23/03/2020
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To further improve the quality of the early years provision, the provider should:

- develop partnerships with parents and other professionals to gather information about children, to support staff to understand children's needs and capabilities.

Setting details

Unique reference number	EY398647
Local authority	Swindon
Inspection number	10105458
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	61
Name of registered person	Covingham Roundabout Preschool Limited
Registered person unique reference number	RP903433
Telephone number	01793 529952
Date of previous inspection	24 April 2019

Information about this early years setting

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 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 11 staff who work regularly with the children. Of these, one has a level 6 qualification, six hold early years qualifications at level 3 and three hold qualifications at level 2.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The manager gave the inspector a tour of the pre-school and explained how the curriculum is delivered.
- A joint observation of an activity was carried out with the manager, and the effectiveness of the activity was discussed.
- The inspector observed the quality of teaching in all areas of the pre-school and the impact that this has on children's progress.
- The inspector spoke to parents, staff and children and took account of their views.
- A sample of documentation, including evidence of staff's suitability and qualifications, was checked.
- A meeting was held between the leader, the manager and the inspector.

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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