

Inspection of Covingham Roundabout Pre-School

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

Inspection date: 14 September 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are confident learners who make choices about what to do and focus well on activities. Staff consult children at the end of the day to find out what they would like to do in the morning so they can quickly engage in their chosen play. Children are well behaved and evidently know the routines, such as putting away their lunch boxes and washing their hands before entering the rooms. Staff remind them of golden rules, such as not running indoors, to help them stay safe.

Staff know the children well and are keen to ensure that none are left behind in their learning. They understand what children need to do next to make progress and make sure that they cover these steps in both child- and adult-led activities. For example, they use snack time as a learning opportunity, talking about healthy eating and helping children to develop independent skills, such as peeling fruit, pouring their own drinks and using a knife.

The pre-school closed during the first lockdown but leaders used a communications app to keep in touch with parents. They gave parents ideas for things to work on at home with their children and parents fed back on these. Leaders made calls to check on the welfare of vulnerable children. When the pre-school reopened, there were positive changes to routines to protect the health of staff and children.

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

- Children have a good understanding of healthy eating and hygiene. They confidently wash their hands and staff talk to them about why this is necessary. Children discuss what foods are good for them and learn that some foods should only be for a treat. Children carefully wipe their own noses and then throw away their used tissues in the bin, demonstrating independence.
- Leaders have made many changes to improve the provision after recognising that they needed support. They have worked closely with their sister setting and the local authority. Leaders value staff who have attended training to develop their skills, such as that recently on the characteristics of effective learning. Staff have used what they learned to focus on not interrupting children's learning and on providing a safe space where children can place resources to return to later if they wish to.
- Staff regularly assess children's development to identify what they need to learn next. This informs the curriculum, which is based on what each child needs to make progress at their own pace. Staff focus on using the children's interests to spark their curiosity. For example, children that love sensory play explore foam soap and powder paints, mixing them together on the concrete outside.
- Parents report good communication with leaders and staff. They explain this is still good despite measures to reduce the risk of COVID-19 (coronavirus). They

find the communications app used by the staff informative. Parents describe giving staff varied information to establish what their children can already do when they start. This enables staff to establish starting points for children's learning.

- Staff establish good relationships with children and there is lively interaction and communication throughout the day. Staff make effective use of discussion, demonstration and questioning to develop children's critical thinking. For example, they ask children to estimate how many conkers they can throw into a box and what animals live in nests. Children chat to staff about a wide range of topics as they play.
- Children who speak English as an additional language are well supported. Staff find out about children's home languages and get key words from parents to help children communicate. They also display words and label some resources in the children's home languages so they can see familiar print. Staff use visual cues, body language and simple words to help children communicate. They explain to parents how they will support their child to learn English.
- Occasionally, staff fail to seek as much information as possible about each child before they start, to make settling in as smooth as possible.
- Sometimes, staff do not make the most of opportunities to introduce new vocabulary or to extend children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They ensure that the environment is safe for children and teach them to assess risks for themselves, such as when using a step stool. Staff understand the broad range of signs that children may be at risk of harm and know the procedures to follow if they are worried about a child. They know that they can make a referral to their local safeguarding partners if managers do not act promptly on their concerns. They are aware of their responsibility to pass on concerns about the conduct of other members of staff.

What does the setting need to do to improve?

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

- build on existing procedures to collect information from parents in a timely manner to make settling in as smooth as possible for every child
- develop further monitoring of staff practice to ensure more consistency, with particular regards to taking more opportunities to introduce new vocabulary and extend activities as much as possible to provide further support for children's learning.

Setting details

Unique reference number	EY398647
Local authority	Swindon
Inspection number	10149761
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	35
Name of registered person	Covingham Roundabout Preschool Limited
Registered person unique reference number	RP903433
Telephone number	01793 529952
Date of previous inspection	3 March 2020

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 8.30am to 3pm Monday to Thursday, and on Friday from 8.30am 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 nine staff who work regularly with the children. They all hold early years qualifications.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021