

Inspection of Wingrave Pre School

Wingrave C of E Combined School, Winslow Road, Wingrave, AYLESBURY,
Buckinghamshire HP22 4QG

Inspection date: 25 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy attending this warm and friendly pre-school. Children are excited to explore, whether they are playing with play dough, building towers or playing with dolls. They learn new skills through carefully thought-out activities. For example, staff model how to roll out play dough to make a snake. Children beam when they are successful. They talk about their own experiences as they play. For example, they recall visits to the doctor as they role play in the doctor's surgery. Children learn about the natural world as they watch with fascination as stick insects emerge from their tiny eggs.

Staff support children's independence very well. For example, they encourage children to pour their own drinks and choose what they would like to do. Mealtimes are a social occasion where children and staff come together. Staff use this routine to teach children about the importance of leading a healthy lifestyle. They become increasingly independent, returning their plates and cups after snack and managing their own personal care. Children enjoy outside play. They enjoy mark making and begin to master climbing to the top of the climbing frame. Staff manage behaviour calmly and encourage children to be sensitive towards each other. Children are polite and friendly. They learn to be tolerant, respectful and kind.

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

- The manager has a good vision for the pre-school and offers an inclusive environment for all the children. The manager and her team have addressed the weaknesses identified at the previous inspection. For instance, staff now gather more detailed information from parents when children join the pre-school. This helps the staff to know children's starting points and their wider life outside of the pre-school.
- Parents are highly valued as partners and speak very positively about the provision. They warmly describe the friendliness of the staff team and how happy their children are to attend. Due to the COVID-19 pandemic, parents do not enter the setting. Staff have adapted how they communicate because of this. They provide parents with regular updates about their child's progress and utilise an online app to aid communication even further.
- Children's communication and language skills are promoted well. Staff use words such as 'fluffy' and 'soft' as they encourage children to describe what they can see in the baby ducks' cage. Staff encourage children to discuss their ideas and share their thoughts. They ask questions to extend their learning. However, some staff do not give children enough time to think and respond in order to share their knowledge and understanding. This means that staff cannot always gauge children's level of understanding.
- A range of activities help children to develop their early writing skills. For

example, younger children become increasingly confident as they make marks on chalkboards. Older children make lists of what they will need to do when they move their baby ducks into the outside cage. However, staff do not make the most of opportunities to further extend children's learning in mathematics, for example by extending their understanding of shape as they build towers.

- Links with staff at the adjoining school are particularly strong. This helps to promote a smooth transition for children when they are ready to move on to the next stage of their learning.
- Staff support children with special educational needs and/or disabilities effectively. They engage with a range of professionals and use effective strategies which help improve outcomes for children. For example, staff take care to pronounce words clearly to support and improve speech and language development.
- The leadership team reflect on the setting and the activities they provide for the children. They make changes to the environment to suit children's individual learning needs. For instance, staff have moved the book corner to make it more accessible to children. The manager and staff gather the views of committee members, parents and professionals linked to the setting. They use this information well to drive improvements and enrich outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff have a good knowledge of safeguarding and child protection. Staff receive regular training and support to ensure they understand child protection procedures. They know what to do should they have any concerns about a child's safety or well-being. Staff teach children about keeping safe and offer gentle reminders about potential hazards. For example, when they go for walks, staff remind children about road safety. Recruitment procedures are robust and staff receive good professional development opportunities and regular supervision meetings, helping to ensure they remain effective in their roles.

What does the setting need to do to improve?

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

- extend children's good mathematical skills, supporting staff to recognise and build on the opportunities that occur in children's everyday play and activity
- build on staff's questioning techniques to enable children to have more time to think, respond and demonstrate what they know and understand.

Setting details

Unique reference number	EY422851
Local authority	Buckinghamshire
Inspection number	10228070
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	37
Name of registered person	Wingrave Pre School Committee
Registered person unique reference number	RP530421
Telephone number	01296 682217
Date of previous inspection	6 February 2017

Information about this early years setting

Wingrave Pre School registered in 2011. It operates from premises adjoining Wingrave Church of England Combined School in Aylesbury, Buckinghamshire. It is open from 9am to 3pm, from Monday to Friday. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs eight members of staff. Of these, one holds relevant qualified teacher status and four hold childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Kate Robertson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk throughout the pre-school. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the pre-school manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities, inside and outside.
- The inspector held meetings with the chair of the committee, a committee member and the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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