

Inspection of Wings & Wellies

St. Georges Church Hall, Andover Road, Newbury, Berkshire RG14 6NU

Inspection date: 20 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children love coming to this lively and enticing setting. They are greeted by friendly staff and arrive eager to learn. Children quickly establish affectionate bonds with staff, which helps to promote a strong sense of belonging. They freely choose from a range of exciting activities on offer, indoors and outdoors. Children play alone and readily invite their friends into their play. They are motivated to solve problems they come across during play. For example, children collectively decide to carry a tray full of mud together, as it is too heavy to move alone. They show a great sense of pride when their achievements are celebrated by staff.

Children develop a love for books from the outset. They practise stories that they have heard using props to re-enact their ideas. For instance, children retell a story about sea animals in a large-scale aquarium, using appropriate language and the props provided. This helps to develop their imagination and understanding of the events in the story.

Children thoroughly enjoy their time outdoors. One of their favourite activities is when they venture into the parks and fields, exploring nature, on their 'wellie walks'. Children show good understanding of the codes of behaviour expected of them by staff. They remind each other to use 'walking feet' inside the building to prevent tripping. This helps to support children's safety and emotional well-being.

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

- Leaders and staff have identified, through careful assessments, the need to focus on children's speech and language. They have put systems in place to support this, such as when children sing songs to follow routine times of the day. Staff have all completed Makaton training to help support all children, in particular those with special educational needs/ disabilities (SEND), to extend their overall learning experiences. This approach has proved effective, as children hear, understand and apply new vocabulary in context.
- Children progress well in all areas of the curriculum. Children with SEND perform equally as well as their peers. Staff work hard to plan well-considered, individualised interventions to support them and address any gaps in their learning and development. They are guided by a knowledgeable special educational needs coordinator, who advises them and closely monitors the ongoing progress of children with SEND. Staff also seek and implement advice from other professionals, which has contributed to children's success.
- Staff liaise with parents at the start to find out what children know and can do. The information gathered highlighted the need for a specific focus to develop children's conversational skills. Children are given opportunities to participate in extended periods of 'social time' when they sit together for snacks. Their

contributions about their own experiences at home and pre-school are valued by staff. The extended two-way discussions also strengthen children's active listening skills and taking turns to speak.

- Children play imaginatively as they role play in the garden. They make up their own games and negotiate each other's roles. However, on occasions, staff do not consistently promote gender inclusiveness in children's play and through the resources on offer. For example, boys wear pirate outfits and mimic pirate scenarios on the climbing frame, while girls play in the outdoor learning hut. Each group makes it clear, through vocal exchanges, that they do not want to mix. Staff do not always use opportunities to address gender bias.
- Leaders are committed to offering high-quality provision. Following the children's interest in singing and dancing, the provider has funded a new stage and the necessary props to support children's imaginative and creative skills. This demonstrates the provider's focus on continual development in the outdoor area.
- Parents speak highly of the setting. They say that the staff 'go the extra mile to entertain and keep children engaged'. Parents are impressed with the extensive communication about their children's ongoing progress and the suggestions to support their learning at home, such as sharing books from the setting at home. They comment on the good progress their children have made in their confidence, independence and communication skills.
- Children are interested in learning a different language. Staff who speak Spanish and English like to share songs, numbers and phrases in Spanish. Children respond well and consider the similarities and differences between their own language and the languages of others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their safeguarding roles and responsibilities. Staff can identify the potential signs and symptoms that may indicate a child is at risk of harm, including exposure to extremist views and behaviours. They know how to report concerns to professionals outside of the setting, including how to report allegations against members of staff. Leaders have effective procedures for the recruitment and induction of new staff, as well as the team's suitability to work with children. Staff's understanding of safeguarding is frequently checked through questioning, and updates are shared at team meetings. The setting is safe and secure. Staff undertake daily checks to ensure that children play in a protected environment, indoors and outdoors.

What does the setting need to do to improve?

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

- work to promote greater gender equality and consider more appropriate

resources and activities so that boys and girls develop a better understanding of joining in each other's play.

Setting details

Unique reference number	2563286
Local authority	West Berkshire
Inspection number	10233488
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Wings & Wellies
Registered person unique reference number	2563285
Telephone number	07775667660
Date of previous inspection	Not applicable

Information about this early years setting

Wings & Wellies, formerly known as St Georges Preschool, registered in December 2019. It operates from St Georges Church Hall in Newbury, Berkshire. The pre-school is open during term time only, from Monday to Friday, 9am to 2.45pm. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs a total of eight staff. One member of staff has a relevant qualification at level 5, and the rest of the staff hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a communication and language activity with the pre-school manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Children, staff and parents shared their views on the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed 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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