

Inspection of Wincheap Pre-School

Wincheap Foundation Primary School, Hollowmede, CANTERBURY, Kent CT1 3SD

Inspection date: 22 November 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and have strong bonds with the staff. The atmosphere is calm and relaxed, allowing children to freely and confidently explore their surroundings. This environment allows children to feel comfortable and settle quickly. Staff provide children with cuddles, reassurance and encouragement regularly, supporting their emotional well-being.

Children play harmoniously alongside one another. They enjoy taking part in positive experiences and social interactions as they join in with group games, such as bat and ball games in the garden. Staff act as good role models as they engage in positive play with children, giving them praise and encouragement as they achieve small steps, such as walking along the balance beam independently. This supports children to develop their self-esteem and confidence.

Children are well supported to develop their listening skills. Managers and staff are very aware of the impact of the COVID-19 pandemic on children's development and are working hard to help children improve these skills. They play games and have focused activities to extend their listening and attention. For example, children have fun making sounds with pots and pans and stop as staff show the stop sign. This helps them to develop their concentration.

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

- Staff know the children very well. They talk confidently about the seven areas of learning and how they individually support children to make progress in their development. The setting offers children a variety of opportunities to engage in play through a balance of adult-led and child-led activities. This encourages children to become independent learners and develop positive attitudes towards their learning.
- For most of the time, staff engage in high-quality, positive interactions with children. They encourage them to make their own choices regularly throughout the day. For example, children say no to snack as they are engrossed in play, and staff respect this. This helps children to develop their sense of self. However, at times, staff are not always positioned effectively within the environment to ensure all children engage in positive learning. Therefore, learning opportunities are not consistently maximised.
- The managers and staff place high importance on children developing their independence in preparation for school. Staff ask children questions to find out what they already know and to help embed their knowledge. However, at times, staff do not always allow children sufficient time to think about and respond to their questions. Therefore, this limits children from being able to consolidate their learning.

- Staff teach children about differences around the world. They focus on events, such as the World Cup, to develop children's awareness of different countries. For example, children create a Spanish flag and try a Spanish pudding at snack time. This creates opportunities for children to learn about the wider world we live in.
- Staff provide opportunities for children to be physically active. Children enjoy the freedom of exploring and playing in the outdoor space. For example, they engage in bat and balls games, build an obstacle course and play games, such as 'We're Going on a Bear Hunt'. These opportunities allow children to develop their physical strength, balance and coordination.
- Staff provide a high level of support for children with special educational needs and/or disabilities (SEND). For example, they have implemented a visual time table and a 'Now and Next' board to support children with transitions. The special educational needs coordinator (SENCo) works closely with staff and external agencies, using the referral process effectively to seek appropriate support. This reflects the staff's dedication in supporting all children, ensuring they receive the help they need to make progress in their learning and development.
- Partnerships with parents are very good. Parents speak very highly of the staff team and the level of support they receive. They enjoy receiving information about children's learning and activities using an online system. Staff also use this system to engage parents in home learning. This further supports children to make progress.
- The deputy manager is very knowledgeable and is passionate about her role. She can recognise where practice needs improving and works very closely with her staff team. She uses training effectively to enhance staff performance. As a result, staff feel well supported and morale is high. This creates a positive atmosphere for staff and children.

Safeguarding

The arrangements for safeguarding are effective.

The deputy manager and staff have good safeguarding knowledge. They complete safeguarding training regularly to ensure their knowledge is kept up to date. They can recognise the potential signs and symptoms of abuse, such as physical and neglect. They understand their legal duty to protect children from harm and know the correct procedures to take if they are concerned about a child's welfare. They also understand what to do if an allegation is made about a member of staff. New staff take part in an induction process to ensure their roles and responsibilities are clear and understood. Staff support children in learning about how to keep themselves safe as they climb in the garden.

What does the setting need to do to improve?

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

- develop questioning techniques to ensure children have sufficient time to think about and respond to questions asked
- consider staff deployment to best support children's learning at all times.

Setting details

Unique reference number	EY392216
Local authority	Kent
Inspection number	10233744
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	34
Name of registered person	City View Pre School and Nurseries Ltd
Registered person unique reference number	RP528913
Telephone number	01227 471233
Date of previous inspection	15 March 2017

Information about this early years setting

Wincheap Pre-school registered in 2009, and is located in Canterbury, Kent, on the grounds of Wincheap Foundation Primary School. The setting is open from 8am to 5pm, Monday to Friday, term time only. The setting employs seven members of staff. One holds a level 6 qualification and six staff hold a level 3 qualification. The setting is in receipt of free early education for three- and four-year-olds.

Information about this inspection

Inspector

Jasmine Nelson

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 deputy manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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