

Inspection of Finkley Weeke Nursery and Pre School

1st Place Scout H Q, Fleming Road, Winchester SO22 6EE

Inspection date: 23 January 2023

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 are happy and settled. Staff use their comprehensive knowledge and understanding of each child's development to move them on in their learning. They work well as a team to meet children's individual care and learning needs, including children with special educational needs and/or disabilities (SEND).

Staff act as excellent role models for children. They consistently engage in children's play and encourage them to 'have a go'. Children keep on trying, such as when they learn to use scissors to cut paper shapes to make pictures of trains. Children behave well. They happily and independently share the resources with others.

Staff have recently created a quiet, comfortable space for children to engage in one-to-one and small-group activities. This supports children to develop their vocabulary and ability to concentrate during activities, including games such as 'what's in the box?'

Children enjoy regular outings in the local community that help them to learn about the world. They often visit a local farm, where they learn about animals and how to care for them. On the day of the inspection, children were excited about an outing to the local train station, where they learned about travel and transport. Children use their imagination and learn to play percussion instruments in different ways when a music teacher visits the nursery.

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

- Managers and staff are highly committed to continually improving children's care and learning. They have worked really hard to build strong partnerships with parents to meet children's individual needs. They regularly invite parents into the setting to build trust and open communication. Managers send parents a weekly newsletter with detailed information about forthcoming activities, which includes how they can support children's learning and development at home to promote continuity.
- Managers welcome opportunities for staff to receive team training that builds their knowledge and professional development. Managers have provided training that has improved staff understanding of how to incorporate children's next steps for learning into activities. As a result, staff skilfully adapt the curriculum to meet children's individual needs, including children with SEND. Recently, all staff completed play-based training, which has enabled them to develop a receptive and adaptable approach to managing children's behaviour.
- Staff value and seek children's ideas. Each week, they send parents information about children's interests and suggestions for future activities. They encourage

parents to use this information to help their children vote for forthcoming themes and activities. Consequently, children are motivated and active learners.

- Staff support children well to develop and use a wide range of vocabulary. They encourage children to talk with them and learn and use new words, such as when they play imaginatively on a train created from chairs. However, staff do not consistently provide all children with the support they need to engage with others during their play, to further extend their social skills.
- Staff enthusiastically join in with children's play. They skilfully extend their learning and adapt activities according to children's stage of development. They provide books and related resources that link to children's individual interests and capture their interest in listening to stories.
- Staff support children well to learn about colour and shape. Children confidently name the colours of the rainbow on a sign in the garden. However, staff do not always respond to children's interest in number during other activities, to further challenge and extend their mathematical development.
- Staff support children well to develop the skills they need for the future. They encourage children to do as much as possible for themselves. As a result of improvements that have been made to the organisation of children's mealtimes, children have increased their independence. They now serve themselves food at mealtimes, clear the table and wash up their plates and cutlery.
- Staff value the languages children speak at home. They introduce different approaches to support and extend children's communication skills. They are currently asking parents to record words in their home languages, which they plan to use to develop all children's awareness of difference.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good knowledge and understanding of their roles and responsibilities to safeguard children's welfare. They meet regularly to discuss information about changes to safeguarding procedures and legislation, which they consistently share with staff. Since registration, senior managers have improved the systems used to record any child protection concerns, to keep children safe. All staff complete safeguarding training. They have a good understanding of the setting's safeguarding policies and procedures. Staff give high priority to keeping children safe. They supervise children well and respond quickly to defuse any challenging behaviour children present.

What does the setting need to do to improve?

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

- strengthen staff's skills in recognising and responding to opportunities to build on children's interest in number and support their mathematical understanding

- develop staff knowledge of how to support and develop all children's interaction with others, to further build their social skills.

Setting details

Unique reference number	2630070
Local authority	Hampshire
Inspection number	10269487
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	46
Name of registered person	Amanur Limited
Registered person unique reference number	2630069
Telephone number	01962798888
Date of previous inspection	Not applicable

Information about this early years setting

Finkley Weeke Nursery and Pre-school registered in 2021. It is located in Winchester, Hampshire. The setting opens Monday to Friday, from 8am to 6pm, for 51 weeks a year. There are 10 staff employed, seven of which hold appropriate childcare qualifications from level 2 to level 6. The setting receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Cathy Greenwood

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 managers and inspector completed a learning walk together and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and completed a joint observation with one of the managers, assessing the impact this was having on children's learning.
- The inspector talked with staff, children and parents at appropriate times during the inspection.

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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