

Inspection of Wingle-Tye Pre-School Ltd

Nelmes School, Wingletye Lane, Hornchurch, Essex RM11 3BX

Inspection date: 7 December 2023

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

Staff greet children and their parents warmly when they arrive at this pre-school. Relationships are warm and caring. Children settle quickly because they know the routines of the pre-school well. An effective key-person system ensures that staff are aware of children's interests and that the activities they provide engage them quickly. Staff plan a curriculum to support all children, including those with special educational needs and/or disabilities (SEND), to make progress in their learning and development.

Children are happy at the pre-school. They behave well because staff teach them the rules and boundaries of the pre-school. They like to be helpful by washing their plates and cups after snack and putting rubbish in the correct recycling container. Children learn about how to be healthy and about the importance of cleaning their teeth. They are thoughtful and are caring towards their friends and the adults working in the pre-school. For example, children wrap up presents in the Santa's workshop area and hand them to the staff. They are thrilled as staff respond excitedly to the gifts they have given them and they repeat this gesture for all the adults.

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

- Leaders are aware they have failed to notify Ofsted of the appointment of a new director of the company. However, there is no impact on children as this individual has not yet taken this role fully. Although the provider has carried out suitability checks on this individual, these checks are the responsibility of Ofsted.
- Children are enthusiastic about books at the pre-school. They enjoy reading on their own or with friends. When staff read stories with children, they pause to let children finish the next word on the page. They ask children what they think and what was their favourite part of the story and use actions to show what is happening in the story as they read.
- Staff know children well. Where children have difficulties with communication, staff tune into what they are saying and give them time to make sure they understand what they want to say. Children with SEND make progress in their learning because staff identify any gaps in learning. Staff put in additional support to help children to make progress in these areas.
- Children enjoy learning about numbers. They pick up number cards from the table and tell staff what they are. However, there are times when staff do not further support children to develop their mathematics skills. For example, children practise hopscotch and want to go backwards, which would support them to count down. However, staff tell them to come back to the beginning to start at one without helping children to develop skills of counting backwards and early subtraction skills.

- Children engage in a range of physical activities both indoors and outside. Staff teach children about healthy and unhealthy food they can eat. For example, they look at pictures of different foods including pineapples and burgers and the children decide which are healthy or not. They engage in a discussion about whether a burger is healthy or not. Staff share guidance with parents on lunch ideas and encourage them to bring in balanced lunches.
- Parents and grandparents say they are very happy with the care provided by the staff and leaders at the pre-school. They report that communication is good and that they are well informed about how their child is getting on and they feel they are supported as parents. Staff ensure there are effective communication systems in place with other settings children attend.
- Staff feel well supported by leaders at the pre-school. Leaders identify areas for improvements and support staff to consider improvements they can make to activities. For example, when staff lead an activity for children to ice biscuits, the manager observes that this activity should have had clearer focus on learning rather than the final product. The manager identifies this as an area of focus for staff to ensure they are clear about the learning intention for all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. Leaders ensure staff attend training so they are alert to signs which may indicate a child is at risk of harm. They can describe the process to report a concern and the other agencies who may need to be involved. All staff attend first-aid training so they can respond to any accidents or injuries which occur in the pre-school. Leaders make sure that all staff working in the pre-school have appropriate checks to ensure they are suitable to work with children. Staff complete daily risk assessments and issues are reported and addressed as soon as possible.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve understanding of information to be notified to Ofsted about any new directors of the company to ensure suitability checks are able to be carried out.	29/12/2023

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

- provide more opportunities to further enhance children's mathematical knowledge concepts, such as counting backwards and subtraction
- ensure all staff consider the learning intentions for children from the activities they provide.

Setting details

Unique reference number	118590
Local authority	Havering
Inspection number	10307830
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	24
Number of children on roll	27
Name of registered person	Wingle-Tye Pre-School Ltd.
Registered person unique reference number	RP902533
Telephone number	01708 478449
Date of previous inspection	16 March 2018

Information about this early years setting

Wingle-Tye Pre-School Ltd registered in 1992 and is located in Hornchurch, Essex. The pre-school is open each weekday from 9am to 3pm, during term time only. The pre-school receives funding to provide free early education to children aged three and four years. There are six members of staff, of whom five hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Kathryn Irvine

Inspection activities

- This was the first routine inspection the pre-school 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The manager and the inspector carried out a joint observation.
- Parents and grandparents shared their views of the pre-school with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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Manchester
M1 2WD

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