

# Inspection of Winshill Pre-School

The Towerview Primary School, Vancouver Drive, Burton-on-trent DE15 0EZ

---

Inspection date: 30 April 2025

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate that they feel safe and secure in this nurturing setting as they engage in conversations with attentive staff and play happily alongside them. Children new to the setting settle quickly, as they are reassured with warm smiles and hugs from staff. Staff use songs and stories well to support children's language skills. For example, when children sing rhymes and play musical instruments, staff introduce words like 'fast' and 'slow'. Children shake their hand bells enthusiastically as they sing along. Children learn to count and develop their understanding of mathematical concepts as they play. For example, they count the number of scoops of water it takes to fill different-sized containers. Children learn to recognise and name simple shapes as they persevere to complete shape puzzles. Staff praise and encourage children's efforts, boosting their confidence and self-esteem.

Children learn about healthy lifestyles. Staff teach children how the healthy snacks they eat are good for them. Children enjoy regular opportunities to play outside in the fresh air. They develop important physical skills as they navigate their way around pathways on bikes and balance and coordinate their way across stepping stones. Children's independent skills are promoted well. For example, children register their own attendance and hang up their coats and bags when they arrive in the morning. Children learn personal skills such as good hand washing and how to share and take turns when playing with their friends. This helps children transition smoothly to the next stage of their education at school.

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

- Leaders and staff demonstrate a good knowledge and understanding of early childhood development. They plan and implement a play-based curriculum that is broad and balanced. High focus is given to children's personal and emotional development and communication and language skills. Leaders and staff plan stimulating and enjoyable activities that reflect children's personal interests and promote their development in all areas of learning.
- Staff gather information from parents about what their children already know and can do when they start at the setting. They use this information along with observations of children's play to identify starting points for their learning and determine what children need to learn next. Leaders and staff respond swiftly to any gaps they observe in children's learning and development. They seek advice from appropriate professionals when necessary to support the learning and development of children with special educational needs and/or disabilities.
- Staff plan activities that align with children's interests and ignite their curiosity. For example, when staff notice children's enjoyment in playing with ice cubes, they freeze toy animals in ice for children to explore further. Young children

enjoy imaginary play, using trucks and diggers to move small stones, creating roadways for their vehicles. However, although children engage in a variety of exciting activities, staff do not always focus teaching and learning specifically on what it is children need to learn next. This does not always support children to make the best possible progress.

- Children behave well in the setting. They respond respectfully to instructions given to them by staff and happily follow the routines established within the setting. For example, they help to tidy away resources and line up sensibly before going out to play. However, as children play, staff are not always aware of the noise levels created in the learning environment. This sometimes disrupts the learning of children who struggle to maintain their attention during tasks and activities. This does not benefit the learning of all children.
- Staff attend regular supervision with leaders and report that their well-being is considered. They undertake regular training to support them in their roles. Leaders undertake frequent evaluation of the quality of teaching and learning across their provision to identify ways in which they can enhance children's learning, for example, by incorporating a growing and planting area outside to support children's understanding of nature and how the foods they eat are grown. This has a positive impact on children's learning.
- Parents report that their children feel safe and secure in this setting. They comment that they receive regular feedback from staff about their children's daily activities. Parents feel well informed about the good progress their children make during their time at the setting. Parents appreciate the care and attention provided for their children in this setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- plan learning activities that focus with more intent on what it is children need to learn next to help them make the best possible progress in their learning
- consider the volume of noise in the setting to help children concentrate and focus their attention on learning.

## Setting details

<b>Unique reference number</b>	2723135
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10388808
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Winhill Pre-School
<b>Registered person unique reference number</b>	2723133
<b>Telephone number</b>	01283538414
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Winhill Pre-School registered in 2023 and is based in Burton-on-Trent. The pre-school employs nine members of childcare staff, one of whom is qualified at level 6, one is qualified at level 5, five are qualified at level 3 and one is qualified at level 2. The nursery opens from Monday to Friday, during term time. Sessions are from 8.45am to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Bradford

## Inspection activities

- The inspector completed a learning walk with the manager and talked about the curriculum and what it was they wanted children to learn.
- The inspector completed a joint observation of teaching and learning with the manager.
- The inspector observed the quality of teaching to determine the impact on children's learning.
- The inspector spoke to parents to gain their views of the setting.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The inspector reviewed relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025