

Winyates Pre-School

Winyates Primary School, Winyates, Orton Goldhay, PETERBOROUGH, PE2 5RF

Inspection date	18/04/2013
Previous inspection date	10/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled in the pre-school because there are suitable arrangements in place to make sure they build attachments with their key person.
- Warm relationships between staff and children have developed. Children benefit from individual time and attention from staff and affection is readily given and received. Therefore, children are confident and secure in the pre-school.
- The pre-school works closely with the adjoining school to ease the transition process for children. This results in children developing confidence when they move to their new setting.

It is not yet good because

- The premises are not always made secure enough to ensure the overall safety of the children at all times.
- The pre-school does not make use of what parents know about their child's learning and development from home when making their initial assessment.
- Staff do not always ensure that strategies to manage behaviour are put into place quickly and efficiently. As a result, some children are not fully aware of boundaries.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the indoor and outdoor play area.
- The inspector spoke to the manager of the pre-school and the business manager.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector discussed the self-evaluation process.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full Report

Information about the setting

Winyates Pre-school was registered in 2007. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Winyates Primary school in Peterborough, and is managed by the Pre-School Learning Alliance. The pre-school serves the local area and is accessible to all children. It operates from a purpose built building and there is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term times. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 46 children attending. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the premises are secure at all times; paying particular attention to the outdoor area gate adjoining the school field of the pre-school, so that children are constantly safe
- ensure there is a named member of staff who is responsible for behaviour management in the pre-school, in order to advise staff on behaviour issues and implement strategies quickly and effectively.

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

- develop further what parent's share in relation to children's learning and development from home to further inform starting points for assessment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have, generally, a good understanding of the Early Years Foundation Stage learning and development requirements. They make observations of children as they play and take part in small group activities, and use this information to monitor children's development.

Staff also complete the progress check at age two to aid early identification of children's learning needs. Staff are beginning to make use of their knowledge of what children like, and can do, to influence planning. For example, they offer a wider range of enhanced play materials, such as toothpaste, mashed potato and play dough, to capture children's interest and encourage their participation in messy play. Children are confident learners who happily talk to visitors and their friends about what they are doing. Staff interact with children as they play; they listen to, and show an interest in what they say. Consequently, children develop positive relationships with staff and speak confidently. Staff consistently use language which encourages children to be creative and to think critically. As a result, children know what they enjoy, and explore new ways of doing things or extend their original ideas. For example, staff ask children what they would like to play with after lunch; children choose play dough and staff encourage them to think and discuss how they will make it.

Children begin to develop literacy skills as they have opportunities to recognise familiar words, such as their name. For example, when children arrive they find their name to show they have arrived. Children listen carefully and respond enthusiastically to familiar stories; they anticipate the repeated sentences at the end of a page, this develops listening and attention skills. Friendships are appropriately fostered. For example, children extend and elaborate on play ideas together as they play at superheroes using the small world popular characters. Children enjoy singing familiar songs, such as 'Five little monkeys jumping on the bed', they enthusiastically jump and follow the actions. Children are involved in taking care of the pre-school giant snails. For example, they help to feed them. Therefore, they are learning about living things and the world around them. All children have opportunities to develop their technology sufficiently, as they use the child friendly pre-school camera to take pictures of anything and everything, asking their friends to 'smile'.

Staff promote children's mathematical skills adequately. For example, during a planned key group activity the children use different sized 'bead worms' to recognise numbers and count from one to 10. Children carefully and independently plant seeds and tell the inspector that they need water to grow; this supports their understanding of the natural world. The outdoor area is freely available for most of each session and is a popular choice for some children. Those choosing to go outside practise their balance and co-ordination using the mini trampoline. They are familiar with what resources are available and confidently find what they want, which supports them in their child-initiated activities. The quality of teaching is generally good; this supports children with their next steps in learning.

Children with special educational needs and/or disabilities and English as an additional language are sufficiently supported; consequently, they make appropriate progress given their starting points. Parents are suitably informed about most aspects of their child's progress so they can further support their learning and development at home. Information requested at admission tends to focus on children's care needs and is not fully effective in contributing to their initial learning assessments. Consequently, learning and development from home is not fully included in the children's initial learning journey, although, this does not prevent staff from assessing children's starting points.

The contribution of the early years provision to the well-being of children

All children are welcomed into this friendly pre-school and greeted personally by a member of staff as they arrive. Children settle well and form secure bonds with their key person and all staff. All children show confidence and a sense of belonging to their environment as they play independently and make their own choices. Children who are a little shy, new to the setting and have English as an additional language are given the confidence to begin to explore and become involved through appropriate interactions with their key person. Attractive displays of children's work provides them with a sense of belonging, which helps to build upon their self-esteem. Care is taken to gather relevant information about children's care needs at the start of the placement. New children settle well because their parents are welcome to stay and staff take time to find out about their preferences and routines. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for.

Children develop their social skills as they begin to interact and play cooperatively with their peers, explaining to the inspector, 'We're not superheroes, we're friends'. Children are helpful when staff engage them in activities, such as sweeping up spilt sand. On the whole, staff act as positive role models, they remind children of expected behaviour, for example, 'Good sharing' and 'Well done for listening'. The majority of children behave well, however, on occasions; consistent messages are not presented, resulting in some children not responding to boundaries, consequently, other children can become slightly distracted.

Children's independence and self-care skills are promoted as part of the pre-school routines. For example, they are encouraged to try to put on their coats for outdoor play. Children are learning about good hygiene routines as they are reminded to wash their hands before eating, after handling the snail and after using the toilet. They develop independence as they help themselves to toast and beans at snack and pour their own drinks. Parents are encouraged to provide healthy food options in their child's packed lunch, for example, newsletters provide 'Lunchbox Ideas'. Snack and mealtimes provide an opportunity for social interaction between children and the staff. Regular play in the outdoor area ensures that children benefit from fresh air.

Children are learning how to keep themselves safe through activities, such as stomping in the toothpaste. Where they learn that when they leave the activity their feet may be slightly wet and to be careful in case they slip. They participate in regular fire evacuation drills with the adjoining school, which helps them learn about how to help themselves keep safe in an emergency. As the setting is based on the school site, this provides some good opportunities for children to become used to the school environment. This eases the transition process for children when they move up to school. Reception teachers are invited into the setting. This provides opportunities for children to become familiar with their new teaching staff and school environment, supporting a seamless transition when they move to different settings.

The effectiveness of the leadership and management of the early years provision

All staff take responsibility and use risk assessments to help maintain children's health and safety in the main playroom, as well as outside. However, the adjoining fire exit gate to the school field is not locked. Consequently, the children are not securely confined to the pre-school premises. Staff deployment with regard to ratios is effective and consistently monitored and staff supervision is, generally, good. Staff have a good knowledge of child protection procedures and most staff hold current paediatric first aid certificates to protect children's health and safety. Their well-being is further protected through appropriate recruitment, vetting and induction procedures, which ensure children are cared for by a suitable, qualified staff team. Performance management of staff; which includes regular supervision meetings, peer on peer observations and appraisals, are used to identify future training needs.

Recent ongoing changes to the management and staff teams have created a new staff team who are beginning to work together to ensure the requirements of the Early Years Foundation Stage are suitably met. The manager is aware of her roles and responsibilities and she is working with the company's senior management team and staff to improve practice in all areas. This results in children's care, learning and development being satisfactorily promoted. The manager is aware of the importance of monitoring the educational programmes, she has a clear system to track and monitor children to ensure every child is making progress within all areas of learning. The pre-school maintains clear and concise company policies and procedures, which are regularly and fittingly updated.

The setting is in the early stages of evaluating the whole provision through their company 'Reflecting on Quality,' self-evaluation to identify areas for future development. The manager encourages the staff team to contribute to this process to ensure children benefit from continuous improvements. Parents have recently completed a questionnaire with their comments, the manager has organised a meeting to discuss with parents their suggestions and possible lines of development. The pre-school's priority for improvement is to develop their environment to include resources and opportunities for children and their families who have English as an additional language to continue to thrive and enjoy their time at the pre-school.

Partnerships with parents and carers are appropriate. Parents can feed back to the setting any concerns they have, either verbally, through questionnaires or one-to-one meetings with the management team. There is a range of useful information made accessible to parents on the walls in the pre-school, ensuring that they are well informed. Systems are in place to liaise with other providers the children may attend, for example, children who attend a childminder are assigned a 'shared communication book' to ensure information is shared about their learning. The manager also understands the importance of liaising with other professionals, such as the speech and language therapist and the Area Special Educational Needs Coordinator.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY349931
Local authority	Peterborough
Inspection number	908691
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	46
Name of provider	Pre-School Learning Alliance
Date of previous inspection	10/06/2011
Telephone number	01733 394364

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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