

# Winyates Pre-School

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



## Inspection date

10 November 2015

Previous inspection date

18 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The recently appointed manager has a strong understanding of the requirements of the Early Years Foundation Stage. She has a clear vision for developing and improving the pre-school to ensure all children have equal opportunity to achieve their best potential.
- Children are curious and deeply engaged in their investigations. They are eager to try new things and learn to share their experiences with each other. They make good progress given their starting points and acquire good skills to support their future education.
- Staff gather meaningful information from parents about what their children can do when they start at the pre-school. They regularly share information with parents regarding their child's progress and how they can support their ongoing learning at home. Parents are very positive about the pre-school.
- Staff are kind, caring and approachable. They are good role models who calmly and consistently support children to learn what acceptable behaviour is. Children are confident and friendships are beginning to flourish as children learn to respect each other's differences.

### It is not yet outstanding because:

- Systems to analyse the impact of pre-school practice on the different groups of children that attend are less well established.
- Sometimes, staff do not make the most of everyday opportunities to support children's understanding of mathematical concepts.
- There are fewer opportunities for children to regularly explore a wide range of information and communication technology.

## What the setting needs to do to improve further

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

- embed the systems to monitor the impact of practice on the different groups of children that attend in order to ensure all children have equal opportunity to make the best possible progress
- further enhance the quality of teaching to ensure staff make good use of everyday opportunities to support children's understanding and interest in mathematical concepts
- increase opportunities for children to use and explore information and communication technology resources.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the pre-school's evidence of self-evaluation, evidence of the suitability of staff working in the pre-school and a sample of policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff are well supported by the provider to develop and improve the pre-school. They have successfully identified key areas to improve and have established an effective action plan. Staff develop good partnerships with parents to ensure they are fully involved in all aspects of their child's learning and care. Partnerships with other professionals are well developed and effective in ensuring children and their families benefit from consistency in their care and education. The manager is very reflective. She regularly reviews staff practice and targets staff training to support the needs of the children attending the pre-school. Arrangements for safeguarding children are effective. Staff fully understand their responsibilities to protect children from harm and what to do should they have any concerns. The manager has implemented systems to analyse the impact of teaching for the different groups of children that attend. This now needs time to be embedded, in order to further support and drive improvements to ensure all children make the best possible progress.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Qualified staff have a strong understanding of how children learn and develop. They know the children well and work together as an effective team to support children's next steps in learning. They observe children as they play and accurately assess their progress. There is a keen focus to support children's developing communication and language skills. Children chat easily to staff about their play and what they do at home. Children are beginning to think deeply, such as why a powdered food changes colour when they mix it with milk. Children's literacy skills are developing well. Staff provide opportunities to support their interest in reading and writing effectively. Children borrow books to share and read with their parents. They play imaginatively, writing lists of foods they like. However, staff do not always fully extend children's understanding of capacity and measurement.

### Personal development, behaviour and welfare are good

Children arrive confidently and are eager to join in. They settle quickly and become deeply engaged in a range of stimulating activities. Staff play alongside them, supporting sharing and turn taking. Children remember the pre-school rules in a group activity, which promote equality of opportunity and kindness towards each other. Children quickly establish firm bonds with staff and are confident to seek their reassurance when they are upset. Children are very well prepared emotionally for the move to school. They regularly share the rich outdoor environment with school reception children and get to know the teachers before they move to school. Children help staff to check the outdoor environment for possible risks to their safety.

### Outcomes for children are good

All children, including disabled children and those with special educational needs, and children who speak English as an additional language, make good progress. Children develop independence, and good attitudes and skills to support their future education.

## Setting details

<b>Unique reference number</b>	EY349931
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1028047
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	18 April 2013
<b>Telephone number</b>	01733 394364

Winyates Pre-school was registered in 2007 and is managed by the Pre-school Learning Alliance. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs, and children who speak English as an additional language.

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