

Winyates Pre-School

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



Inspection date	7 February 2019
Previous inspection date	10 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager and staff create a warm and welcoming environment for children. Children's efforts are nurtured and valued. For example, their artwork adorns the walls of the pre-school, which helps to raise children's self-esteem and sense of belonging.
- Staff complete home visits for children, prior to their first pre-school session. This helps parents to become involved in their children's learning from the beginning. Parents speak highly about the pre-school and the dedicated staff team.
- Children make good progress from their starting points. Staff undertake regular meetings with parents to discuss their children's development and share their child's assessments.
- Staff encourage children to learn about festivals and the traditions of people in the wider world, such as Chinese New Year.
- The manager uses additional funding well to provide supplementary support for the children who need it most.
- Occasionally, staff do not adapt adult-led activities well enough to ensure that they fully engage all children in their learning.
- The manager does not focus her monitoring of staff's practice effectively enough to raise the quality of teaching further.

What the setting needs to do to improve further

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

- develop the support that children receive during adult-led activities to interest and engage them all consistently
- review the procedures for monitoring staff practice, in order to develop the consistency of their teaching further.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Marie Walker

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team ensures all staff have the required suitability checks for their role. Staff have a good awareness of child protection issues and the reporting requirements, including the wider aspects, such as protecting children from extreme views and behaviours. Staff carry out comprehensive safety checks regularly. This helps to assure children's safety. The management team conducts regular staff supervision meetings to identify training needs. Staff access training alongside the host school to further develop their knowledge. For example, a recent phonics course has helped staff to have a greater understanding of how to support children's language and literacy skills. The management team monitors the progress of individual children and groups of children, to identify and close any gaps in learning.

Quality of teaching, learning and assessment is good

The well-qualified staff team observes children's play and plans effectively what children need to learn next. Staff provide children with a good range of activities. They play alongside the children to support their learning. For example, staff build on children's understanding of nature and the natural world. Children confidently talk to staff and ask questions about animals and their habitats. Children demonstrate a keen interest in jungle animals and their country of origin. Staff show children a map and help them to look for Africa. This helps children to gain a better understanding of the world. Staff provide a well-planned learning environment. Children move around the room freely, independently selecting resources. Children enjoy being creative and explore paint using different materials. For example, they use string to make marks and patterns on paper. This helps children to strengthen the muscles in their hands, in preparation for early handwriting.

Personal development, behaviour and welfare are good

Staff help children to learn about keeping themselves safe. Together, they carry out additional outdoor safety checks. This helps children to learn about assessing potential hazards in their environment. Children have a positive relationship with their key person and other staff. Children follow instructions and behave very well. Staff encourage them to share and take turns. Staff help children to develop their independence and praise them as they try to do things, such as pouring their own drinks at snack times and putting on their own coats. Children have plenty of opportunity for fresh air and exercise throughout the day. They enthusiastically practise their physical skills, such as running, jumping and throwing.

Outcomes for children are good

Overall, children make good progress in their development. Children acquire important skills, in preparation for future learning and school. Children develop good mathematical skills. For example, children use weighing scales to make predictions about the weight of objects. Furthermore, children play and have fun with a variety of counting games.

Setting details

Unique reference number	EY349931
Local authority	Peterborough
Inspection number	10071807
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	33
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	10 November 2015
Telephone number	01733 394364

Winyates Pre-school registered in 2007 and is managed by the Pre-school Learning Alliance. The pre-school employs five 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 14:50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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