

Inspection date	25 June 2015
Previous inspection date	18 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Experienced and well-qualified staff are good at delivering the learning and development requirements of the Early Years Foundation Stage. As a result, children are enthusiastic and eager to take part in a wide range of activities, which help ensure they make good progress.
- Children choose where they want to play and have access to a range of high quality resources as staff provide a rich and vibrant learning environments that promote children's independence.
- Staff are very effective in helping young children feel emotionally secure and confident to explore the rich resources they provide in the nature room and garden areas.
- The leadership team demonstrates a secure understanding of the safeguarding and welfare requirements and of their responsibilities to keep children safe from harm. Effective recruitment procedures and on-going training help ensure that all staff are, and remain, highly suitable to work with children.
- Staff work well with parents to provide continuity of care and learning between the pre-school and children's homes. They work effectively with local schools to ensure they prepare children and their parents for their moves to school.

It is not yet outstanding because:

- The identification of children's next steps in learning is not always sharp enough to ensure that all staff know how to help all children make the highest levels of achievement rapidly.
- Staff supervisions do not clearly identify how staff can make a more dynamic and timely impact on the achievements of individual children.

What the setting needs to do to improve further

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

- when agreeing and sharing next steps in children's learning, help staff to identify targets so that all children make clear and timely progress towards their highest levels of achievement
- raise the quality of professional supervisions further by sharpening evaluations of staff's impact on children's progress so that interventions and support are even more effective.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation, and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are responsive to each child's needs and interests, successfully guiding their learning through warm, positive interactions. They routinely link individual children's next steps with their daily planning and create rich, varied and imaginative experiences for them. Consequently, children are happy and enthusiastic as they play and explore, perfect new skills, and enjoy creating stories and models. The quality of teaching is consistently good and sometimes excellent. This results in children of all ages and abilities making good progress in their learning and being well prepared for school. Staff talk to parents about children's progress on a daily basis. However, children's next steps are not always specific or measurable. This means that staff are not always focused on helping children make rapid or outstanding progress towards their highest levels of achievement.

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

Staff demonstrate a very secure knowledge in how to safeguard children and diligently follow guidance from outside agencies. Children's safety and welfare is a high priority for all staff who understand and routinely implement daily risk assessments to minimise hazards in the environment. Children coordinate and strengthen muscle movements as staff teach them how to manage risks and keep safe on the rotating seesaw. A dedicated committee help secure improvements in the garden, such as adding artificial grass to smooth bumps and ruts from the tree roots. A highly motivated and able co-ordinator for special educational needs and/or disabilities supports children with delayed language skills. However, not all staff are as aware, or pro-active, in carrying forward specific interventions. Children flourish as they explore and play imaginatively in the many wonderful play areas staff create for them indoors and outside.

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

The leadership team has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Strong management, capable staff and an active and skilled parent committee continue to evaluate and drive forward improvements in every aspect of the pre-school. For example, the manager monitors the impact of teaching on children's progress and secures training to improve her staff's already consistently good practice. Standards of teaching, care and safety for children, and information for their families, are constantly improving. However, assessments and staff supervisions are not always sharply focused enough to ensure that staff close gaps or delays in children's learning rapidly or challenge all children to their highest levels of achievement.

Setting details

Unique reference number	110165
Local authority	Hampshire
Inspection number	824929
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	69
Name of provider	Winklebury Infant School Pre-School Committee
Date of previous inspection	18 October 2010
Telephone number	01256 359215

Winklebury Infant School Pre School (known as W.I.S.P.S) registered in 1994. It operates from the site of the Winklebury Infant School, near Basingstoke in Hampshire. The pre-school is open each weekday from 8:30am to 3:30pm during school term times. It is in receipt of funding for the provision of free early education for children aged two, three, and four. All nine staff hold relevant early years qualifications at level 3 to level 6. The manager holds a degree and early years professional status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

