

Winterbourne Early Years Centre



Greenfield Centre, Park Avenue, Winterbourne, South Glos, BS36 1NJ

Inspection date	1 July 2015
Previous inspection date	4 November 2011

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

Summary of key findings for parents

This provision is outstanding

- The highly inspirational manager has a strong drive for maintaining the highest levels of achievement. She ensures self-evaluation is rigorous in monitoring practice and includes the views of staff, parents and children.
- There is a shared vision between the management, committee and staff for the constant need for improvement of the pre-school, such as continuing to develop the outdoor area to provide a greater range of natural resources and activities for children to explore.
- The quality of teaching across the pre-school staff is outstanding. Staff are excellent role models and encourage children to investigate and explore. As a result, children are highly motivated, eager to explore and develop a curiosity for learning at the pre-school and when discovering local woods. Therefore, children gain the skills and attitudes needed for when they move on to school.
- Highly effective programmes for ongoing staff supervision, qualifications and training ensure that children benefit from outstanding educational programmes and superb quality teaching.
- Staff implement training to meet children's needs exceptionally well, with the pre-school being asked to share this practice with other settings. As a result, all children make excellent progress in all areas of their learning and development.
- Staff provide valuable support to families to promote children's physical and emotional well-being. The staff team has developed exceptional relationships and partnerships with parents and other professionals.
- Staff quickly identify children with specific needs and parents are fully involved in the plans for these children. This means that children receive excellent consistency in their care and learning needs.

What the setting needs to do to improve further

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

- continue to enhance the outside area so that it provides children with even greater experiences and opportunities to explore natural resources and activities.

Inspection activities

- The inspector spoke to parents, committee members and staff, and took their views into consideration.
- The inspector discussed the provider's self-evaluation document and looked at a range of documentation including staff suitability records, qualification certificates, planning and children's records.
- The inspector observed the quality of teaching during inside and outside activities and considered the impact on the children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and chair of the committee.

Inspector

Jean Essom

Inspection findings

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

Staff teach consistently in a well-focused, challenging and stimulating way. Effective deployment of the motivated staff means that children are highly engaged during play activities. Staff effectively observe, assess and plan for children's individual needs and development. Planning is highly efficient, relating to the interests of children. For example, children enjoy using a drawing wall with pencils attached to toy cars to encourage their developing writing skills. Staff capitalise on unexpected chances for learning that stem from children's curiosity, such as studying a frog found in the garden. Staff provide children with an excellent balance of free choice of play and adult-led activities. Consequently, children have the freedom to make discoveries, use their ideas during their play and lead their own investigations, such as finding out which items will float in water.

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

Children are happy, self-assured and settle in quickly. Relationships with staff are superb and foster children's sense of belonging. All staff understand the procedures to follow should they have any concerns about children, which supports children's welfare and well-being well. Children develop excellent self-confidence due to the individual support they receive from staff during their play. The staff have a strong and caring ethos that puts children at the centre of everything they do. Consequently, children behave well and follow the rules and boundaries for acceptable behaviour throughout the day. Children learn very good personal hygiene routines that help them to be independent in their self-care when they move on to school. They develop a growing understanding of healthy eating as staff work closely with parents to promote and support this.

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

The manager and committee follow robust recruitment and induction procedures to ensure that suitable staff care for the children. The manager holds the well-being of her staff, parents and children as the core of her practice and constantly assesses the impact on the children. Regular meetings ensure the manager knows her staff extremely well and they are encouraged to further their qualifications so that children benefit from the highest quality of teaching. The manager's thorough analysis of assessment information, including input from the Reception class teacher, ensures that staff identify any child who may need additional help and children's needs are met promptly. Partnerships with schools are very strong with staff accompanying children to visit their class teacher regularly before starting school. Staff strengthen partnerships with parents through extra groups and sessions for them to attend so that children benefit from all adults having a shared vision for learning and development.

Setting details

Unique reference number	136082
Local authority	South Gloucestershire
Inspection number	841153
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	44
Number of children on roll	76
Name of provider	Winterbourne Early Years Centre Committee
Date of previous inspection	4 November 2011
Telephone number	01454 773781

Winterbourne Early Years Centre (formally St Michael's Pre-School) is managed by a voluntary committee of parents. It opened in the 1960s and registered in 1996. It operates from premises in the Greenfield Centre, Winterbourne, near Bristol. The pre-school accepts funding for two, three and four-year-old children. It is open each weekday during school terms. Morning sessions run each day from 9am to 12 noon, and afternoon sessions are from 12 noon to 3pm. There are 14 staff employed to work with the children; of these, 10 have early years qualifications at level 3 and one at level 5, with the manager holding Early Years Professional Status.

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