

Inspection of Incy Wincy's Preschool

Bagworth Community Centre, Station Road, Bagworth, Coalville LE67 1BH

Inspection date: 15 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have secure bonds with the kind and caring manager and staff team. Parents are asked about children's interests and routines at home so staff can support children to quickly settle at the pre-school. Children quickly form a positive relationship with their new key person, who swiftly establishes what they already know and what they need to learn next. Staff implement a curriculum focusing on children's interests and next steps in learning.

Staff have high expectations for children's behaviour. They encourage children to be kind and thoughtful towards each other. Children invite each other into their play. For example, they show each other objects with different textures they have found in a tray. Staff provide interesting activities to promote children's learning and add resources to children's self-chosen play, such as bottles to feed dolls children are pretending to look after. Staff encourage younger children to share pushchairs as children enjoy the role play. They ask older children questions about how they see their parents look after their younger siblings at home to promote children's language.

Staff act as good role models for children. They make good use of opportunities such as mealtimes to model drinking water and talk about how it helps to keep everyone healthy. Children develop good levels of confidence and self-esteem and a willingness to try new activities. For instance, older children take steps along low-level wooden beams as they gain control and confidence in their physical abilities.

What does the early years setting do well and what does it need to do better?

- Children take part in stimulating adult-led activities. For example, they mix ingredients to make play dough with cinnamon. They are encouraged to investigate the various textures and smells, and associated vocabulary. However, at times, the planned learning intention for activities is not effectively implemented. For example, although staff plan to develop children's mathematical skills, children do not have the opportunity to weigh and measure ingredients.
- Staff follow children's interests to capture their attention when creating activities and experiences. For example, older children pretend to be mechanics as they repair their ride-on cars. Staff encourage children to talk about the repairs they are making. Staff name the tools they are using to develop children's naming vocabulary and communication skills.
- Staff are good role models for children. Children learn to behave well and use their manners. They respond positively to reminders from staff, who support them to take turns and share. Staff effectively warn children when the pre-school routine is about to change. This gives children time to end their play and

get ready for the next activity.

- Staff plan group activities to support children's listening skills and learning. For example, they encourage children to recognise and find objects that rhyme with each other, such as a hat and a cat. However, it is not meaningful to all children, consequently, some children watch rather than being actively involved in their learning.
- Staff support children's physical skills well. They use the outdoor learning environment well to challenge children's large-muscle skills as they balance on beams to complete an obstacle course. Children develop their fine motor skills as they spoon soil into saucepans in the mud kitchen and roll dough into sausage shapes. This develops children's fine motor skills to prepare them for early mark making, such as drawing pictures with chalk on the patio.
- Parents are complimentary about the pre-school. They comment on how friendly and caring the staff are. They say that their children make good progress, particularly in their speech and social skills. However, staff do not always provide parents with the precise information they need to enable them to extend their children's learning at home.
- The manager provides staff with regular supervisions to check on their well-being. Staff receive training to develop their skills and knowledge. For example, the whole staff team have participated in training to increase their ability to promote children's physical development. They have researched the importance of children developing a strong core strength so that their bodies are ready for more controlled movements.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop a sharper focus on the learning intention for planned activities to extend children's knowledge and skills
- review the organisation of group activities for children, to ensure that all children remain fully engaged and interested in their learning
- provide parents with more detailed information about their child's learning to enable them to extend this further at home.

Setting details

Unique reference number	2653722
Local authority	Leicestershire
Inspection number	10335622
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 at time of inspection	2 to 4
Total number of places	45
Number of children on roll	35
Name of registered person	Incy Wincy's Preschool Ltd
Registered person unique reference number	2653721
Telephone number	07931729367
Date of previous inspection	Not applicable

Information about this early years setting

Incy Wincy's Preschool registered in 2021 and is situated in Bagworth, Leicestershire. The pre-school employs seven members of childcare staff. Of these, five hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12 midday and 12.30pm until 3.30 with a lunch club from 12 midday until 12.30. 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.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The Inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager talked to the inspector about activities provided at the pre-school to share what the staff provide and how this assists children in their learning and development.
- The quality of interactions during activities was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

We carried out this inspection 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.

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