

Inspection of Winsley Acorns Preschool

Tyning Road, Winsley, Bradford-on-Avon, Wiltshire BA15 2JN

Inspection date: 9 June 2025

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 arrive eager to learn and demonstrate high levels of emotional security. They settle swiftly into well-established routines and form strong, trusting relationships with staff. Staff provide consistent emotional support through warm, responsive interactions. As a result, all children, including those with special educational needs and/or disabilities (SEND), feel safe, valued and ready to engage in learning.

The setting's ethos reflects a clear commitment to inclusion, mutual respect and high-quality early education. Staff create a rich, purposeful learning environment and plan a curriculum that reflects children's interests, experiences and backgrounds. This thoughtful approach captures children's curiosity and sustains their engagement over time.

Staff hold consistently high expectations for every child. They model respectful behaviour and positive attitudes in their daily practice, which children observe and mirror. For example, during child-led play, staff listen attentively, respond with genuine interest and thank children for their contributions. These interactions support children to become confident, articulate communicators.

Strong relationships with families underpin the setting's inclusive and nurturing ethos. Staff prioritise open, two-way communication and build meaningful partnerships with parents and carers. Families speak highly of the warm, welcoming atmosphere and trust staff to meet their children's individual needs with care and professionalism.

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

- Staff reflect thoughtfully on their practice and clearly articulate how they adapt provision to meet children's needs. They create a calm, purposeful environment, using natural and real-life resources that are well suited to each child's stage of development. Adults model new experiences effectively, supporting children's understanding. For example, they use authentic items in the role-play area to promote respect for resources and the environment.
- Children who speak English as an additional language make strong progress in their learning. Staff work closely with families and actively gather relevant information to plan clear, purposeful next steps. Through this collaborative approach, they provide timely support that helps children develop effective communication skills. Some children make such rapid progress in English that they support their peers and confidently lead small-group activities to teach their home language. These experiences showcase the children's growing confidence and pride in their achievements.

- Children develop an understanding of where food comes from through rich, hands-on experiences. They take responsibility for watering the tomatoes and cucumbers they have planted, learning the importance of caring for living things. Staff skilfully revisit prior learning, discussing the tools needed, such as trowels and soil, and naming key parts of the plant including the roots. These purposeful interactions deepen and embed children's knowledge over time.
- Children demonstrate excellent perseverance and concentration, particularly during creative activities. For example, they focus intently while painting with a variety of tools. Staff enhance these experiences by offering resources, such as cotton wool buds to support fine motor control and finger dexterity. These opportunities lay strong foundations for early writing skills as children confidently and skilfully mark make. Staff also provide freshly cut flowers for children to observe and paint, encouraging choice, creativity and close attention to detail.
- The setting has designed a broad and ambitious curriculum that reflects each child's background and individual needs. Staff use their secure knowledge of the children to plan meaningful learning experiences that build on what they already know and can do. However, occasionally, staff do not always notice when older children require more challenge to move their learning on even more. They quickly identify any gaps in learning and implement timely, targeted support to help children catch up. When needed, staff actively seek advice from external professionals to ensure each child receives the right support. As a result, all children make strong and sustained progress.
- Staff actively promote children's independence throughout daily routines. Before snack time, they remind children to wash their hands, supporting good personal hygiene habits. At the snack table, children pour their own drinks and choose between milk or water, helping them make independent choices. They select fruit from a shared tray and follow gentle reminders to take three pieces, ensuring there is enough for everyone. Staff use these moments to introduce early mathematical concepts, encouraging children to count out the correct number and guiding them when they can take one more.

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:

- focus staff development on knowing when to challenge older children more, to enable them to make even greater progress.

Setting details

Unique reference number	2716412
Local authority	Wiltshire
Inspection number	10388807
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	34
Name of registered person	Winsley Acorns Pre-School CIO
Registered person unique reference number	2716411
Telephone number	01225865131
Date of previous inspection	Not applicable

Information about this early years setting

Winsley Acorns Preschool registered in January 2023. It is situated in Winsley, Bradford-on-Avon, Wiltshire. There are six members of staff. Two members of staff have achieved qualified teacher status, four hold qualifications at level 3. The pre-school is open Monday to Friday, term time only. Opening hours are from 9am to 3pm, Monday to Thursday and 9am to 1pm on Friday. An early bird session operates from 8.30am to 9am from Tuesday to Thursday. The pre-school offers government funded places.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff at convenient times and observed the quality of teaching, indoors and outdoors, assessing the impact this is having on the children's learning.
- The manager and the inspector conducted a joint observation of the quality of teaching and learning during an adult-led activity.
- The inspector spoke with parents and the children, taking account of all their views.
- The manager, deputy and the inspector discussed the leadership of the setting, and the inspector sampled documentation, including 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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