

Winton Pre-School Little Explorers Ltd

Unique reference number (URN): 2753785

Address: St Bernadettes Church Hall, 46 Draycott Road, Bournemouth, Dorset, BH10 5AR

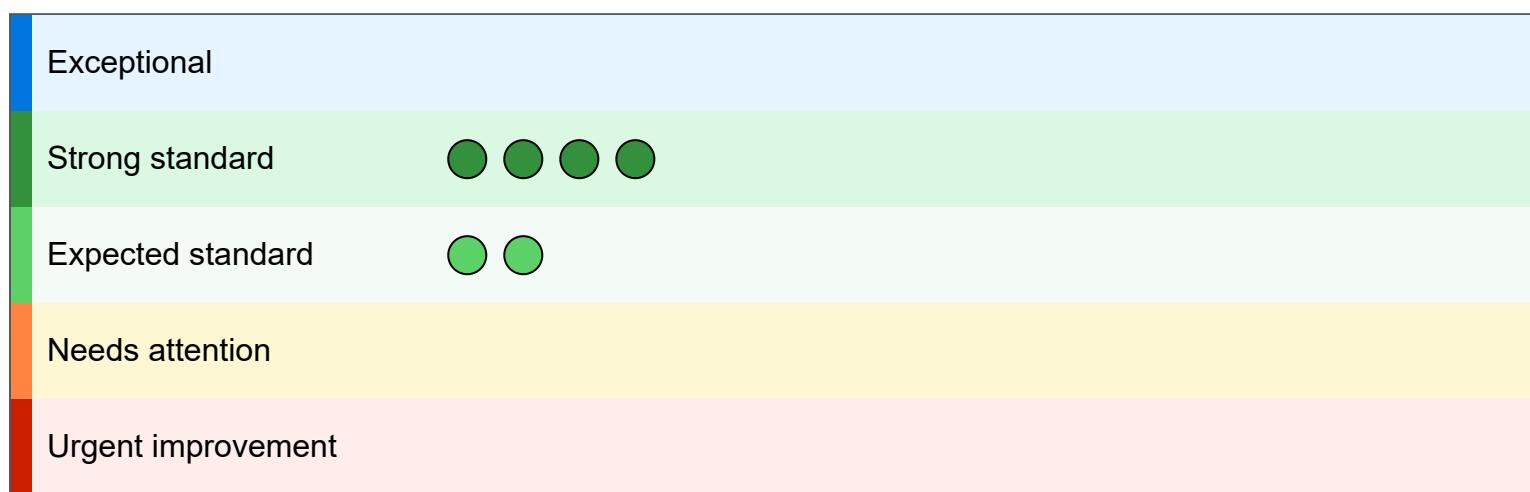
Type: Childcare on non-domestic premises

Registered with Ofsted: 06/10/2023

Registers: EYR

Registered person: Winton Pre-School Little Explorers Ltd

Inspection report: 24 November 2025



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard 

Children develop secure communication and language skills and use these confidently to express their needs, ideas and preferences. They recall familiar words, songs and stories and increasingly use language to interact positively with others. Children who initially find communication more difficult make steady progress and become more confident communicators over time.

Children show increasing independence and self-care skills throughout the day. They manage routines with confidence, make choices independently and demonstrate pride in their achievements. These skills support children to be well prepared for their next stage of learning.

Children with special educational needs and/or disabilities, those who are disadvantaged and those who face barriers to learning make progress from their starting points. They benefit from consistent support that helps them access the curriculum and develop the knowledge and skills they need to succeed.

Behaviour, attitudes and establishing routines

Strong standard 

Leaders and practitioners establish clear, consistent expectations that are embedded throughout the day. They reinforce these through routines and positive interactions that reflect children's age and stage of development. Children understand what is expected of them and respond positively.

Children form warm, respectful relationships with staff, who act as consistent role models. Staff listen carefully to children's ideas and respond sensitively, which helps children feel valued and respected. Children behave well, cooperate with one another and take turns naturally during play.

Children show positive attitudes to learning. They concentrate on activities that interest them and persevere when tasks feel difficult. Staff support children in ways that reflect individual needs, offering reassurance or guidance as required to help children manage expectations successfully.

Leaders promote the importance of attendance through clear procedures and timely communication with families. When a child is absent, staff act promptly to ensure children's welfare and continuity of routines. Leaders ensure that expectations are applied consistently for all children, including those who need additional reassurance or support. This helps children regulate their behaviour confidently within the routines of the setting.

Children's welfare and wellbeing

Strong standard 

Staff consistently prioritise children's welfare and wellbeing and meet the individual needs of all children, including those who are disadvantaged, have special educational needs and/or disabilities, are known to children's social care or face other barriers to learning. Staff ensure that children feel understood, supported and able to participate fully in daily routines and learning.

Children form secure and trusting relationships with staff. These relationships help children feel confident to explore, take appropriate risks and seek reassurance when needed. Staff model calm, respectful behaviour and support children sensitively when they need help to regulate their emotions.

Staff support children to recognise and name their emotions during everyday interactions. They use calm explanations, reassurance and modelling to help children manage frustration or worry. Through these consistent approaches, children develop emotional security, resilience and increasing independence in managing their feelings.

Children develop a clear understanding of their physical wellbeing and personal safety. They know when to seek adult support and follow safety guidance confidently. Through these consistent approaches, children develop resilience, emotional security and a strong foundation for future learning.

Inclusion

Strong standard 

Leaders and practitioners have an established inclusive culture and know children and their families well. They build trusting relationships that help them understand children's needs and reduce barriers to learning and wellbeing. Staff gather detailed information from parents when children start and use this to inform assessment and support from the outset.

When children who speak English as an additional language join the setting, staff hold thorough conversations and maintain regular communication with families. This helps children feel understood and supported while they develop communication skills at their own pace. Children settle confidently, form secure attachments and begin to communicate in ways that feel safe for them.

Ongoing assessment is embedded in daily practice. Leaders and practitioners identify any emerging gaps quickly and adapt support accordingly. Children who benefit from additional help are supported in quieter spaces or smaller group experiences when appropriate. This ensures that children can concentrate, feel secure and make progress without barriers.

Leaders ensure that staff receive training that supports the graduated approach, including additional training linked to speech, language and communication and special educational needs and/or disabilities. Leaders work closely with families and external professionals to review support and monitor impact. Funding is used thoughtfully to support children's individual needs, ensuring disadvantaged children and those facing barriers continue to make progress.

Expected standard

Curriculum and teaching

Expected standard

Leaders design a curriculum that reflects children's needs, interests and stages of development. It is reviewed regularly to ensure that it remains appropriate for the cohort and is accessible to all children. The curriculum covers all areas of learning and development and places appropriate emphasis on communication and language, personal, social and emotional development, and physical development.

Practitioners support children's language and mathematical understanding through play and everyday routines. They give children time to think, respond and recall what they already know, helping children build confidence and sustain engagement. Staff use their knowledge of child development to adapt experiences so children can participate meaningfully, including those with additional needs.

Teaching is typically effective during free play indoors and outdoors, where practitioners respond to children's interests and scaffold learning sensitively. Leaders recognise that aspects of larger group times are still being reviewed to ensure that learning opportunities are consistently purposeful for all children. This refinement does not limit children's access to learning or inclusion, as children's needs are met effectively through other parts of the curriculum, including smaller group experiences and individual support.

Leaders continue to monitor how teaching is implemented across the day to ensure consistency and to support further embedding of practice.

Leadership and governance

Expected standard

Leaders understand the strengths of the setting and use reflection to inform ongoing improvement. They review practice regularly and explain how changes made support children's learning, safety and sense of belonging. For example, leaders introduce adjustments to routines following observation and reflection to strengthen children's confidence and inclusion.

Leaders take decisions that are in the best interests of all children, including those who face barriers to learning. They ensure that inclusive practice remains secure while continuing to monitor and refine aspects of provision that are still embedding. This approach ensures that children continue to receive appropriate support without disruption to their learning or wellbeing.

Staff speak positively about morale and feel supported in their roles. Leaders prioritise staff wellbeing through regular supervision, manageable workloads and access to professional development. Leaders use training to strengthen staff knowledge, improve practice and support consistency across the team.

Leaders demonstrate a clear understanding of the setting's strengths and areas that are still developing. They use observation, supervision and ongoing reflection to monitor the impact of practice and make proportionate adjustments. This ensures that improvements are purposeful and continue to support positive outcomes for all children.

What it's like to be a child at this setting

Children experience a welcoming and inclusive environment where they feel a strong sense of belonging. They understand what is expected of them and why. Each morning, staff revisit the setting's golden rules with the whole group. Children are encouraged to share a rule and explain its meaning, which helps them develop confidence and a secure understanding of how these expectations support safety and positive behaviour. Children confidently talk about the rules with staff and their peers and demonstrate this understanding consistently through their play and interactions.

Children make steady progress in their learning because staff know them well and respond thoughtfully to their individual needs. Information shared by families helps staff understand children's starting points, interests and experiences. As a result, children engage purposefully in their play, explore resources with curiosity and show perseverance when they encounter difficulty. Staff recognise children's efforts and celebrate achievements, which builds motivation and supports children to try new experiences with confidence.

Children feel safe and secure in the caring and nurturing environment. They separate from their parents with ease and follow familiar routines independently. For example, children confidently place their lunch boxes on the trolley and prepare their own snacks with gentle support from staff. These predictable routines help children develop independence while reinforcing a strong sense of security and belonging.

Children benefit from consistent approaches that support their understanding of group routines and inclusion. Daily registration helps children recognise their name and respond with confidence. This supports children to feel valued as individuals and strengthens their sense of community, while also helping them understand routines that support their safety.

Next steps

- Leaders should consider ways to embed effective teaching during larger group activities.

About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator and assistants during the inspection.

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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Chris Langdon-Casey

About this setting

Unique reference number (URN): 2753785

Address:

St Bernadettes Church Hall
46 Draycott Road
Bournemouth
Dorset
BH10 5AR

Type: Childcare on non-domestic premises

Registration date: 06/10/2023

Registered person: Winton Pre-School Little Explorers Ltd

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 15:00

Local authority: Bournemouth, Christchurch & Poole

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 November 2025

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

30

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

and regulates services that care for children and young people.

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