

Wickham Pre-School

Wickham C of E Controlled Primary School, Buddens Road, Wickham, FAREHAM, Hampshire, PO17 5HU

Inspection date

17/10/2013

Previous inspection date

08/03/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- All children make strides in their developmental progress given their starting points due to the excellent and tailored support provided by highly skilled staff.
- Children are fully included in the planning of each session, which means they feel completely valued and are totally engaged in their play and learning.
- Children play and explore in the extremely stimulating, well-planned learning environment both indoors and outside.
- The highly effective partnerships with parents and external agencies, ensures children's individual needs are met quickly and that they are supported successfully.

It is not yet good because

- There have been recent concerns about the security of the setting, which compromised children's safety.
- Relevant records are not always available as required.
- Staff do not always promote the importance of a healthy diet.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the room and outdoor area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, risk assessments, policies and procedures, self-evaluation and action plans.

Inspector

Jacqueline Munden

Full Report

Information about the setting

Wickham Pre-School registered in 2011 and is one of three settings owned by Parrywood Childcare Partnership. It operates from the Sure Start Merry-go-round Children's Centre based in Wickham Church of England Primary School in Wickham, Hampshire. The pre-school is registered on the Early Years Register. The pre-school opens weekdays from 9am until 3pm, term time only. Children may attend various sessions. There are 32 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities, and who are learning English as an additional language. Children have access to two base rooms. There is an enclosed outdoor play area. Children also have use of the school playgrounds, playing fields and a nearby conservation area. There are five members of staff who work directly with the children, one of whom holds Qualified Teacher Status, one holds a foundation degree in early years and the other three hold a of whom hold relevant early years qualification at Level 3. Both of the owners hold a degree in early years and Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure relevant records are always available for Ofsted to view with particular regard to staff records which show how decisions of their suitability has been reached.

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

- help children to understand of the importance of a healthy diet by making sure drinks are healthy and nutritious.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children make exceptional progress in all aspects of their learning and development in relation to their starting points. This is because staff have expert knowledge of how children learn and help them progress at all times. Staff provide a carefully thought out balance of child-initiated and adult-led activities to meet children's interests and learning needs. Children enjoy the highly successful small group times and working alongside their

key person. Two-year-old children are completely engaged and join in singing number songs as they learn to count. Staff carefully demonstrate counting as they point to each space man that is left. Children stretch and jump with excitement and shout as the space man 'flies away'. Staff skilfully measure children's interests and recognise when to extend an activity to increase children's learning and bring instruments into the counting activity. Children show their increasing number skills as they say and give a bang on the drum for each number from one to five.

Staff provide an extensive range of rich and varied activities and resources at all times so that children are free to initiate their own play. Children are confident in exploring and use their own ideas as they experiment putting different objects down the lengths of guttering pipes. They lift and lower the pipes to make the objects move faster and slower. Children decide to move a pipe and place it in another area. They use increasingly good problem solving skills as staff encourage them to think about what will happen to the balls when they reach the bottom and may go under the fence. Together they decide to place a tray under the pipe to catch the balls. Staff recognise the importance of allowing children to fully explore their ideas and make sure the pipe remains where children have set it up so that they can return to their play after lunch. As a result, children consistently explore and are inquisitive in their play.

Staff place an extremely high emphasis on promoting communication and language skills. They use their excellent knowledge, gained through research and training, to create an environment that gives children reasons to speak. Staff communicate with purpose with children which encourages them to listen and talk. Outside, staff play a listening game with children as they speed around on the bikes. Children respond by following instructions to stop and go. Staff expertly use children's great interest in dinosaurs to engage them in conversation; asking them to name dinosaurs and noticing their differences. Children proudly demonstrate their great knowledge and confidently describe the dinosaurs using excellent communication skills. All staff use Makaton signs as a visual means of communication with children, including those learning English as an additional language. Staff use words in the children's home languages along side English which helps children to continuously increase their understanding and communication skills.

Practitioners continually evaluate each session's activities and each child's specific learning aims in relation to their needs. Children are fully involved in the planning process. Staff regularly talk to children about what they have enjoyed and learnt and what they would like to do next time. As a result, children are interested and eagerly submerge themselves in their play and learning. Sharply focused assessments allows staff to promptly identify any concerns about children's development. Accurate, targeted individual planning ensures each child makes rapid progress and is well prepared for their next stage in learning. Parents are fully engaged in this process, helping them contribute to their child's learning at home.

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

Overall, staff promote children's understanding of healthy lifestyles well. They make sure children spend lots of time playing and exercising outdoors, which helps to keep them healthy and to build strong muscles. Children follow suitable hygiene routines and learn about foods that are good for them as they talk about the healthy snacks staff provide. However, staff are inconsistent in how they help children learn the benefits of a healthy diet. This is because in the afternoon session, they offer milk shakes, which contain high levels of sugar. As a result, children do not always learn to make healthy choices about drinks at this time.

The highly effective key person system and the caring approach of the staff play a positive role in ensuring children settle well. Children display high levels of confidence and develop great independence in their play and routines. Many carefully considered policies and procedures are implemented to promote children's well-being. However, a recent incident, when security measures were not effective, compromised children's safety. This identified a weakness in how well the provider and staff are working to ensure children's well-being. Staff help children to learn to keep safe well. Children know they need to wear a helmet when they ride the bikes and staff talk to them about not banging into each other. This encourages children to be aware of and be responsible for their own safety.

All areas are bright and child friendly with a wide range of good quality resources that are easily available, many of which help children learn about the wider world. Staff make sure all children can take part by having low level easels and easy grip paint brushes, for example. This enables young children and children with disabilities to create and use tools while developing control of their bodies. Children are very polite, behave well and play cooperatively with their friends and staff. They respond well when staff intervene and make suggestions to help avoid conflict. Staff prepare children very well for their future learning because children learn positive skills and attitudes to exploring and learning. They are building friendships and increasing their self-care skills. Staff work effectively with other settings children attend to promote continuity in the care and learning.

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

Overall, the provider has a suitable understanding of the safeguarding and welfare requirements. Robust vetting and recruitment procedures ensure all adults working with children are suitable. However, all the required records are not readily available for inspection which is a breach of regulations. Staff are clear of the child protection procedure to follow should they have a concern. Staff ratios are maintained and procedures for dealing with accidents and administering medicines are followed appropriately to promote children's health and welfare. Hazards are generally appropriately risk assessed and suitable measures taken to minimise risks. However, this inspection has been brought forward because Ofsted received concerns about the effectiveness of the security procedures for the pre-school. It was found an incident had occurred prior to the inspection, when procedures failed to ensure that children could not leave the premises without the provider knowing, which is a requirement. However, the provider took prompt appropriate action and now security measures are more robust.

Improvements to the procedure for ensuring children cannot exit the pre-school room door and the main door of the centre means children are better protected and kept safe. Therefore, no further action is required.

The manager and staff team have an excellent and secure understanding of the learning and development requirements. They work together to continuously improve the delivery of them by using highly effective monitoring systems. As a result, they are fully aware of progress made by each individual child and of different groups of children. This information is used extremely well to shape the curriculum they provide to promote children's learning and development. Management carry out a regular and robust staff appraisals to help identify any development needs of the already highly qualified and experienced staff. Management show their strong commitment to enhance staff skills and the provision as they provide training days with specific aims. For example, they invite other professionals to speak about the current approach to supporting children's language and communication skills. This has a very positive impact on staff's knowledge and enthusiasm, and benefits children's learning greatly.

All management and staff are involved in continuously evaluating the provision and seek comments from parents. They take highly effective steps to improve the provision and outcomes for children for example, a newly formed Parent Committee has been created at the request of parents, which allows them to be even more involved in how the pre-school operates. Recently, management reviewed how the two-year-old children are catered for. As a result, they now provide a separate area for this specific group of children where they can choose to play and rest away from the bustle of the main play areas. Young children show they feel secure and play confidently in this area. Since the last inspection, staff have increased opportunities for children to see words in the environment, which helps them develop early literacy skills. Future plans include developing the outdoor area to increase chances for children to grow and care for plants and learn about the natural world.

Partnership with parents is highly successful. Staff are very welcoming and friendly when parents arrive with their children and have a useful update to discuss children's changing needs. Parents report their children make excellent developmental progress and that staff prepare them well for school. Staff forge excellent links with schools children will go to. The team around the child, including parents, staff, other professionals and agencies involved in children's care and learning, work exceptionally well together to deliver a consistent approach. This has a significantly positive effect on each child's welfare and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY434155
Local authority	Hampshire
Inspection number	939401
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	32
Name of provider	Parrywood Childcare Partnership
Date of previous inspection	08/03/2012
Telephone number	01329 833 039

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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