

# Pennington Village Pre-School

Inspection report for early years provision

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**Unique reference number** EY272703  
**Inspection date** 24/02/2009  
**Inspector** Bernice Magson

**Setting address** C/o Pennington Village Pre-School,, Priestlands Road,  
Pennington, Lyminster, Hampshire, SO41 8HX

**Telephone number** 01590 610925

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Pennington Village Pre-school is managed by a voluntary committee of parents. It opened in October 2003 and operates from a school building in the grounds of Pennington Infant School. Facilities include two large rooms and an outdoor play area. The pre-school is registered to care for 48 children aged two to five years of age. Currently there are 55 children on roll, including 44 children in receipt of nursery funding. The pre-school supports a small number of children with learning difficulties and/or disabilities, including speech and communication needs, and autism. A few children speak English as an additional language. The pre-school opens five days a week, term-time only. Sessions are from 8.45am to 11.45am and 12.30pm to 15.15pm. Lunchtime provision is also available from 11.45am to 12.30pm. Children can attend for a variety of sessions. There are three full-time and seven part-time staff working with the children. The manager has a Foundation Degree in Early Years Care and Education, eight staff have early years qualifications in play-work, seven at level 3, and one at level 2. Other staff are undergoing training in early years qualifications. The setting receives support from Hampshire Early Years Development and Childcare Partnership. The setting is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happily settled and achieve well. A dedicated and experienced staff team provide good care for the children and relationships are excellent. All children have good access to the curriculum because of well managed adult support. There is a wide range of experiences to promote children's learning in the indoors, but provision outdoors is limited. Good procedures are in place to develop the provision and review any actions. The pre-school has a good capacity to improve further and raise standards.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- provide a wider range of learning experiences in the outdoors
- extend the range of learning experiences in early writing and number in exploratory play

## **The leadership and management of the early years provision**

Leadership and management are good. The manager provides the pre-school with a clear sense of direction and is ably supported by the registered committee and staff. They are effective in fulfilling all statutory requirements. Roles are delegated efficiently, and meetings are well documented. Information is shared effectively

with parents, carers and legal guardians. Parents are positive in their support of the setting and are appreciative of the flexible arrangements for wrap-around care. Rigorous procedures are in place to safeguard children and adults, and ensure that they work in a safe and healthy environment. The professional development of staff is a key priority in ensuring that the needs of the young child are addressed well. Self-evaluation procedures are in place that are effective in identifying strengths and weaknesses in the provision and setting challenging targets to bring improvements. Monitoring progress and evaluating outcomes are well established and good improvements have been achieved over time. Effective links enrich the provision and enable the development of key objectives. Strong links with the infant school ensure that children make a smooth transition to their next stage of learning. Through the support of parents and a local bank, substantial funds were recently raised to improve the surface of the outdoor environment. Plans are in place to extend the gardening area and provide additional learning resources in order to increase the level of challenge in children's exploratory play.

## **The quality and standards of the early years provision**

Children enjoy coming to school and participate happily in all activities, confident that they will succeed because of the good support of staff. The pre-school prioritises on the development of the personal, social, emotional and communication needs of the children because many have low starting points. All children have access to the curriculum because individual needs are identified and addressed well. Staff are deployed effectively to support them. Through sensitive encouragement, children achieve well in each area of learning and by the time they leave the setting, their skills are close to expected levels for their age, apart from in early writing and number. Children have a good understanding of rules and routines. For example, they know how many children can play in the sand at any one time and they tidy away toys efficiently at the end of a session. Behaviour is consistently good. Children use equipment sensibly and take good care of their environment. They gain in understanding of how to take care of themselves, eat healthily and participate enthusiastically in physical exercise. All children have gained the 'Happy Tiny Teeth Dental Award' from Southampton Dental Service and equipment, such as toothpaste and feeding cups which are available for parents to purchase to help take care of teeth at home. Children make sensible choices at the snack bar each day and try new foods willingly. Lunchtime sessions are successful in helping children to socialise, and are popular with parents. Children make good progress in learning about the world around them, studying growth of plants and trees in the school grounds and learning about people in the community who care for them, such as doctors, nurses and police. They have explored their feelings about the world around them through the imaginary visits of 'Spot the dog.'

Children's progress is measured regularly and information is shared with parents. At the start of each day the focus of activities is listed on the notice board for parents to see. They are thrilled at how quickly the children are learning, such as in speaking English as an additional language, or riding a bicycle. Daily activities are provided for children to work with staff and take part in independent play. In adult-led activities the teaching is good because staff patiently encourage and guide children through skilful questioning. Exploratory play is well planned and

covers all areas of learning, although there are not enough early writing and number activities in which children can practise their skills.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.