

# Whiteley Pre-School

Inspection report for early years provision

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**Unique reference number** EY224509  
**Inspection date** 03/11/2009  
**Inspector** Coral Hales

**Setting address** Gull Coppice, Whiteley, Fareham, Hampshire, PO15 7LA

**Telephone number** 07765 306115

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

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## 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*.

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## Description of the setting

Whiteley Pre-School registered in 2002. It operates from two rooms within the community centre in Whiteley, Fareham and children have access to an enclosed outdoor area. The pre-school serves the local area and opens for 10 sessions a week during term time only. Sessions are from 9:00am until 3:00pm with part-time sessions being offered from 08.45 to 11.45 and from 12.00 to 3.00pm.

The pre-school is registered on the Early Years Register. A maximum of 42 children may attend at any one time. There are currently 98 children on roll aged from two years. Of these, 74 receive funding for provision of early years education. The pre-school currently supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The pre-school employs 12 members of staff to work with the children, all of whom are appropriately experienced and/or qualified. Six continue to train towards higher level qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The new manager together with good support from committee members has worked closely with her staff to implement changes. As a team they are motivated and have clear aims and ideas and demonstrate the capacity to maintain and make continuous improvement. Children are happy and settled and enjoy their time at pre-school. Staff provide an inclusive environment and children with special educational needs and/or disabilities and those with English as an additional language are well supported with their learning. Shared information with other providers ensures that children's learning is discussed and promoted. Staff work exceptionally well with parents and carers who are kept well informed and are encouraged to visit the group and interact with the children.

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

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

- further develop assessments to clearly show identified next steps in children's learning and development, including evaluation for success or improvement
- provide more opportunities for children to find out about and use information and communication technology and programmable toys to support their learning
- further develop the record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. A risk assessment must be carried out for each specific outing with the children.

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

Good systems are in place to ensure that children are appropriately safeguarded. Staff have a clear understanding and knowledge of child protection procedures and report issues to the room leaders or pre-school leader when necessary. Staff are aware of their professional responsibilities regarding child protection and this information is shared with parents. Children are kept safe as staff are vigilant about safety issues for example, safety gates and continual monitoring of children prevents them accessing the front door and daily risk assessment checks are carried out. However, a written record is not effectively maintained.

There are good systems in place to ensure all staff are fully inducted and regularly attend in-house and external training courses. Effective recruitment procedures ensure all are cleared and suitable to work with children. The staff team along with committee members have evaluated their setting and practice and continue to make good progress as outlined in their self-evaluation document.

Partnerships with parents are excellent; they are kept extremely well informed about their child's progress. A website, daily discussions and regular written reports are shared at planned events, and these are well supported. Parents are provided with opportunities to be involved in pre-school activities and staff share details of how children's learning and development can be extended at home.

The manager and staff work well in partnership with others and seek additional support for any child's identified individual need. This regular dialogue between staff and interested adults ensures that each is fully aware enabling all children to be well supported in their learning.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress towards the early learning goals, given their age, ability and starting points. Parents are encouraged to complete the "All About Me" booklet when children first attend and the "More About Me" sheets further into the term. Key workers observe and assess children's progress and records are regularly maintained. However, staff are not secure in their knowledge of how to plan and record children's next steps.

Staff are well qualified and have a secure knowledge of the foundation stage and provide a good range of activities and experiences for the children. Key staff have opportunities to work closely with their own group of children. This allows quality learning in small groups with a focused activity linked to previous activities, for example, to the story of the Gruffalo which the children have enjoyed. Planning documents used by staff detail the learning intentions relating to the planned activity.

Continuous provision effectively supports the children's learning especially the

younger children who perhaps would not have the skills to ask for a particular toy. Children are happy, curious, interested and keen to learn and interact with their peers. They begin to learn about issues within the wider world through festivals, books, role-play equipment and during visits from parents and others from the community. Children's language skills develop well as they sit together to discuss the days of the week and, for example, the season. Staff effectively encourage the children to think by giving them simple clues such as all the leaves are falling off the trees. Children have opportunities to learn about the local community as they go out for a nature walk through the woods. They make lots of observations about the weather, animals, birds, leaves and have lots of fun kicking the leaves on the ground. Staff effectively support and extend children's learning. Some opportunities are provided for children to understand simple working technology although these are, at present, limited.

Children show developing imagination as they play in the home area which is well resourced to enable them to act out familiar scenarios. Free flow access into the garden enables the children to use the larger equipment as they wish and they really enjoy using and climbing on the train. This area is well resourced and children have fun using the sand, constructing with the large blocks and riding around on wheeled toys. Children have positive attitudes to exercise and really enjoy being out in the fresh air.

Children begin to show respect to the adults and the needs of others and some are able to negotiate and resolve issues without adult intervention. Staff are good role models and positive strategies for managing behaviour are used; this helps children to learn to understand behaviour boundaries and play happily alongside and with each other. Children's home achievements are recorded on 'Wow stickers' by the parents and these are then shared and discussed at the setting and added to Learning Journey assessment records.

Children learn about how to behave and keep safe when out walking through discussions with staff, for example, about staying in pairs and being aware of others around them. Fire procedures are displayed and evacuations are practised. Children become aware of simple rules that help to keep them safe such as walking indoors and being careful when using different equipment.

Children are learning the importance of a healthy lifestyle and are encouraged to become independent in their self-help skills. Healthy eating is well-promoted by staff and children enjoy eating and learning about healthy foods such as fruit and vegetables. Drinks are available at all times. Suitable nappy changing arrangements are in place for those who need them.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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