

Wickham Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Wickham Pre-School registered in 2011 and is one of three settings owned by Parrywood Childcare. It operates from Wickham Church of England Primary School, in Wickham, Hampshire. The setting is registered on the Early Years Register to care for a maximum of 30 children aged two years to five years. The opening times are Monday to Friday 9.00am to 3.00pm, term time only and children may attend various sessions. A lunch club is also offered. There are currently 17 children on roll in the early years age range. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and who speak English as an additional language. Children have access to two base rooms with an additional room used for quiet activities. There is direct free-flow access to a fully secure 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, all of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled at the pre-school. The manager and staff create an inclusive and welcoming environment and meet each child's individual needs well. Children enjoy worthwhile and interesting experiences and are making good progress in their learning and development across most areas. The setting strongly recognises the uniqueness of each child and meets their developmental needs in partnership with parents and carers. Children are safe and secure; their welfare needs are met well. Policies and procedures are implemented effectively. All the staff work together closely to identify and address any areas for development, continuously driving improvement for the benefit of the children.

What steps need to be taken to improve provision further?

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

- enhance the learning environment to enable children to recognise a range of familiar and common words.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. Staff are trained in child protection. They have a clear understanding of safeguarding procedures and how to respond should they have a concern regarding a child in their care.

Recruitment and vetting procedures are well developed to ensure all adults working with the children are suitable to do so. There is a regular focus on self-review, evaluation, staff performance and training, which ensures there is no complacency. This demonstrates that the group has the capacity to improve to benefit the children. The comprehensive risk assessments in place, security of the premises and the use of passwords to collect children help safeguard them. Additionally, staff gently remind children about moving sensibly, whilst thinking about their own and others' safety.

The staff have good knowledge of the Early Years Foundation Stage and the early learning goals. This enables the children to progress well in their learning. Staff deployment is very good; they ensure all children are fully supervised and offer support and encouragement throughout the day. They sit down on the floor and take part in the children's chosen activities, or stand back to let their own play develop. The staff value every child as a unique individual. A very strong feature of the care is the knowledge of each child's stage of development and what they need to do next to help them progress. They share this knowledge with parents and others with an interest in the children's development, ensuring that all support services are utilised to benefit the children. Staff demonstrate awareness and have a good understanding of equality and diversity, enabling them to provide a service which is inclusive for all. Children are starting to develop their understanding of the wider world through planned topics and themes.

The pre-school is welcoming to the children and their parents. Colourful learning charts and posters adorn the walls and examples of children's artwork and creations are displayed, developing their sense of belonging and achievement. All children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at a low-level to encourage the children to make their own choices. However, labelling is limited, which can hinder opportunities for children to recognise the written word.

The setting communicates well with all parents, enabling them to work together in partnership. Parents are provided with information displayed on a notice board, through consultation, regular newsletters and via their own website. Home visits are offered as parents wish this. The manager and key workers make themselves available to talk to parents and further information is exchanged at handover time and via the home to school diaries. Parents complete an 'I can do' form when their child starts so staff can address their child's individual needs. Feedback from parents is very positive. They state that they are exceptionally happy with the pre-school and the care the staff provide for their children, alongside the learning experiences that they receive. Good transitional procedures are in place to ensure the children feel comfortable to move onto school. The setting has set up links with other early years providers that the children may attend and outside professionals to ensure consistency of care and learning.

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

All children are happy and settle quickly in the pre-school due to the care taken to meet their individual needs. They feel safe and secure, building close relationships with staff who ensure that they are valued and included. Systems to observe children's progress and to plan for the next stages in their learning and development are being implemented well. Development records show that children that have attended the pre-school since its opening are making good progress. Staff listen to the children as they talk and ask them about what they are doing or trying to achieve, to encourage them to think for themselves. Children demonstrate motivation and purpose, showing good levels of concentration as they work together making model figures. They use their imagination to make up their own games. For example, as they ride their sit-on cars around the playground, they stop at the pump and ask the staff to fill their cars with petrol. They then decide to wash them and are provided with props and water to do this. Others enjoy playing in the sand tray, pretending it is a beach. They find additional resources such as small figures and plastic blocks, pretending they are beach towels. Staff use open-ended questions and let the children explain what is happening and then praise them for their good thinking.

Children have fun with the play dough; using tools to roll and cut out the shapes. They are developing their mathematical concept as they count how many shapes they have cut out and when using the scales to weigh cooking ingredients. Children use their imagination and display creativity. They paint the walls outside with the water, make marks on the chalk boards and colour in pictures with the marker pens. They delight in showing off the sheep they had made with the plastic milk bottles and decorated with tissue paper. Children's communication and language is developed through story and rhyme time; planning which is linked to 'letters and sounds' activities. The children love story time, sitting and listening intensely to the story being read to them, often predicting what might happen next.

There is a calm atmosphere in the pre-school and children remain busy, moving from one activity to another. They thoroughly enjoy playing outside in the sand tray, riding the sit-on toys or throwing and catching the balls. They have opportunities to dig and collect collage materials from the adjacent school grounds and have recently been on a bear hunt at the nearby conservation area. They use the large outdoor equipment imaginatively, transforming the wooden pergola into a pirate ship. They enjoy times to bend, stretch, march and dance during singing and exercise sessions. Children have access to a range of programmable toys. They enjoy playing in the role play area with the dressing up clothes, mobile phones and play tills.

Children are aided in keeping themselves safe and healthy. They demonstrate high levels of independence; even the youngest follow routines such as washing and drying their hands and serving themselves at snack time. The children are developing their skills for the future. They find their own bowls and cups and love to wash them up and put things away when they have finished. They understand

the need to wash their hands after messy play or using the toilet and they take and use a tissue when needed. The children practise regular fire drills and staff regularly model behaviour. For example, reminding the children to handle the scissors correctly. Children enjoy themselves at the pre-school. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the group's rules. The children are confident and articulate, able to express their needs and feelings and ask questions. They are able to direct their own learning, experimenting and solving problems as they use the resources and interact with their surroundings.

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

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

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 2 |

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

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| Outcomes for children in the Early Years Foundation Stage | 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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