

Nythe Pre School

Inspection report for early years provision

Unique reference number	109082
Inspection date	16/04/2012
Inspector	Chris Malone

Setting address	Nylands Road, Nythe, Swindon, Wiltshire, SN3 3RR
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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*.

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.

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Description of the setting

Nythe Pre School opened in 1965. It is managed by a voluntary committee. It operates from a rented building within the grounds of Nythe Primary School in the Nythe area of Swindon, Wiltshire. The pre-school has sole use of these premises, which consist of a main room and a second room with a kitchenette. There is ready access to a secure outside play area. There are plans to move to larger premises within the school in September 2012. The pre-school serves a diverse range of families from within the local and wider area. The pre-school is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. It opens for five week days during school terms. Sessions run from 9am to 3pm on Mondays to Wednesdays (inclusive), and from 9am to 12pm and 1pm to 3pm on Thursdays and Fridays. There are currently 60 children from two to under five years on roll. The pre-school provides some free early education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and those who learn English as an additional language. Children attend for a variety of sessions.

Currently, the pre-school employs ten staff, of whom seven work directly with the children. Six staff have appropriate early years qualifications at level three. The supervisor is qualified to level four and is undertaking the early years foundation degree. Support is received from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely safe, secure and enjoy learning about the world around them in a vibrant learning environment. Partnerships with parents, the local school, other settings and professionals are a key strength. This enables the pre-school staff to support all children well overall, and particularly those with additional needs. Experienced, well-motivated staff use very efficient systems which help children to be healthy, keen to learn and highly independent. Behaviour is exemplary and children show excellent awareness of responsibility within the pre-school. The leadership team reflect mostly well on practice, which means that the pre-school is successful in making and sustaining improvements.

What steps need to be taken to improve provision further?

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

- develop the staff's ability to ask open questions that support and extend children's thinking, so helping children make connections in their learning, in

order to quicken progress.

The effectiveness of leadership and management of the early years provision

Steps taken to safeguard children are exemplary, with extremely thorough recruitment and vetting procedures. The staff demonstrate a comprehensive awareness of safeguarding issues and have all attended relevant training. Thorough policies and procedures are implemented robustly, with a detailed risk assessment and safeguarding audit identifying actions that are prioritised to address any concerns.

Children's excellent behaviour reflects the strongly inclusive ethos of the pre-school where each child is valued. The staff demonstrate high levels of respect for children and in-depth knowledge of each child, allowing all children to become independent and responsible individuals.

A strong parent committee and dedicated staff team support the play leader's exciting vision for the future expansion of the group. Her aspiration to achieve outstanding quality is strongly supported through practice. Previous recommendations for improvement have become strengths, for example, through ensuring that adult-led activities are now centred around all children's current interests. The staff and parents are encouraged to understand the up-to-date and regularly reviewed development plan, based upon the local authority self-evaluation programme. Recently the staff have attended speech and language training and are now using techniques from this training well, as they talk with children about their play.

The indoor playroom offers colourful and bright opportunities for children to select their own play materials, which are stored in transparent labelled, accessible boxes. 'Golden rules' and clear expectations for behaviour indoors, combined with a nurturing atmosphere, mean that children use resources well to support their learning and development. Children play as they wish and routines run smoothly, owing to the effective deployment of staff, although sometimes conversations with children do not extend thinking as well as possible. Children often choose to spend considerable time playing outside where carefully chosen resources make a relatively small area an exciting place for children to explore and enjoy exercise. Recycled and everyday equipment is in constant use, showing the pre-school's commitment to sustainability; children enjoy climbing on platforms of milk crates to create a pirate ship, and hiding in piles of tyres.

The pre-school has developed exemplary partnerships to support children's needs. For children with additional needs, detailed observations are passed between settings attended, leading to shared individual play plans, which results in consistency of care and development. Local authority meetings, that bring professionals and families together, are attended and the staff learn methods to support children from the input of a psychologist and speech and language therapists.

Extensive liaison with all parents means that they are well informed and extremely supportive of the group, whether they are on the management committee, come into the pre-school daily to drop off and collect their child, or attend specially arranged trips and events. Each child has a wallet containing a book, which is used to carry messages between home and the pre-school if these details cannot be shared in person, so supporting excellent communications. The parent notice board offers a considerable quantity of current information, including the week's planning and details of the snack provided. Parents can contribute their views through regular questionnaires; the possible expansion of the pre-school to admit more two year olds is the current topic under consideration.

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

All children demonstrate an extremely strong sense of security and belonging. They are confident, settle well and develop excellent relationships with adults and their friends, showing extremely high levels of confidence and self-esteem. They use their own initiative in independent and cooperative play both indoors and outside. Their curiosity is encouraged by attentive members of staff who are extremely keen to promote inquisitive learning by seizing spontaneous opportunities as they occur. Children explore pieces of ice they have found outside, examining them under a microscope and letting them slip to the floor so they can watch them melt, for example.

Members of staff value celebration of achievements and invite parents, on arrival, to write down significant events or learning from home. When the whole group is together before lunch they share these contributions and children talk confidently to everyone about their success. Discussion of healthy lifestyles features regularly in this activity and promotes further comments from children. Some report that they swim without armbands, others learn to ride their bikes, and several eat up all their vegetables.

Children enjoy their independence, collecting their personal beaker after their snack to squeeze out their toothpaste and brush their teeth, looking in the mirror together and talking to each other about the experience. They all show an exceptional understanding of the importance of following good personal fitness and hygiene routines. They enjoy visiting the washroom and say that they want to play outside on the bikes to be fit. They can also explain why they want to stay safe and not get stung, as a member of staff removes a stinging nettle from the flowerbed.

Systems are in place for the staff to observe children and then to plan appropriate activities. They record and monitor children's progress, sharing this report three times a year with parents. In some cases, they identify next steps for learning that challenge children and promote significant progress. Children who find it harder to focus and balance are encouraged to draw chalk lines outside and they walk along their lines with pride. In other cases, although planning is child-centred, it focuses

on the activity and not on how to promote significant learning. Some questioning techniques lead to fuller explorations and thinking, however, in the busy learning environment children do not always benefit from being asked sufficient thought-provoking questions that prompt them into more thorough exploration or creativity, and cause them to work out how to overcome challenges that arise during their play.

Opportunities for writing include floor chalks, which children use extensively outdoors, and a table with pens and stencils. Children write recognisable letters and names and are confident to 'read' their parents' messages of celebration. Programmable toys are available outside, as well as a computer indoors, and children demonstrate an easy confidence using this equipment. A particular strength is on-going reference to mathematical language in children's play. Children count the chairs in the bus, count each other's reward stickers and talk about the relative size of stepping stones outside. As a consequence, children make great strides in gaining valuable skills for their future lives.

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

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

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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