

# Naphill and Walters Ash Pre-School

Naphill and Walters Ash Pre-school, Walters Ash, High Wycombe, Buckinghamshire, HP14 4UL

## Inspection date

Previous inspection date

18/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children have great fun and are happy, safe and make good progress in this bright, stimulating setting.
- The well established key person system helps children form strong attachments and promotes their well-being and independence.
- The strong staff team have a secure understanding of the learning and development requirements, which they use to plan a wide range of activities and experiences for each child.
- Children benefit from good staff interaction, which encourages them to learn.
- Effective self-evaluation and staff supervision ensures continued improvement within the setting.

### It is not yet outstanding because

- There are few opportunities for children to count spontaneously and use number language in their play.
- Children are not always given time to think about what they want to say and put their words into thoughts.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed practice both indoors and outdoors.
- The inspector completed a joint inspection with the pre-school manager and Foundation Stage Coordinator of the outdoor provision.
- The inspector held a meeting with the pre-school manager and Foundation Stage Coordinator.
- The inspector looked at children's assessment and planning documentation.
- The inspector gathered verbal evidence from all staff throughout the inspection.

## Inspector

Sonjia Nicholson

## Full Report

### Information about the setting

Naphill and Walters Ash Pre-School was registered in 2012. It has operated as a committee managed group in the area for over 30 years but is now managed by the governing body of Naphill and Walters Ash Combined School. It serves children of military personnel posted at Royal Air Force High Wycombe and those living in the surrounding areas. The pre-school operates from purpose-built premises within the grounds of the school. Children have use of a lobby, cloakroom, toilets, main play room and smaller play room. There is also a kitchen for food preparation, an office to speak to parents

confidentially and a separate toilet for staff. Children play outside in the enclosed garden and also have use of the school grounds including a field and multi-use games area. The pre-school is open during term times only Mondays to Fridays from 9am to 12 noon and from 12 noon to 3pm. The setting is registered on the Early Years Register. There are currently 41 children on roll. The pre-school is in receipt of government funding for nursery education. The pre-school has systems in place to support children with special educational needs and children who speak English as an additional language. The pre-school receives support from the Buckinghamshire Early Years and Childcare Service.

### **What the setting needs to do to improve further**

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

- give children 'thinking time' to answer when posing questions.
- provide opportunities for children to count and use number language in their play.

### **Inspection judgements**

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

Children have great fun and participate in a wide range of activities that cover all areas of learning, help them make progress and reach the expected levels of development. Staff base many activities on children's interests, such as, dressing-up as princesses in the role-play area. They link other experiences to children's current stages of development. Staff consistently observe children and use this information to identify and plan for their next steps in learning. For example, a member of staff brings in a memory game from home based on a child's favourite characters to promote their language development and help them think critically. Staff encourage parental involvement in children's learning and development. They ask parents to record information at the time of entry on the detailed 'Child and Family' profile. The system of gathering information during children's time at the pre-school has recently been reviewed. This means staff now have details of children's special events and achievements at home based on parents observations and photographs. Parents receive verbal feedback at the end of the session and can view their child's learning journey at any time. Staff offer more formal meetings throughout the year.

Children benefit from enthusiastic staff interaction which motivates them to learn. For example, they keenly rush outside to try and catch the giant bubbles being blown. This supports their physical development as they jump up, clap their hands to pop the bubbles and negotiate around one another and the equipment. Children's also develop good communication and mathematical skills as they talk about what is happening using vocabulary such as, 'big' and 'high'. However, staff do not always give children reasons to count throughout the session, such as, counting out their pieces of fruit at snack time.

Children's language is developed as staff engage freely with them commenting about what is going on and asking lots of open-ended questions. Sometimes, staff do not give children enough thinking time to respond before answering for them. Children develop good self-care skills and independence, particularly at snack time. They find their name on the board, wash and dry their hands, select their food and pour their own drink. Overall, they are developing a good range of skills for their future learning.

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

Children are happy, settled and full of self-motivation and assurance in this busy setting. They benefit from the strong staff team who work well together. Their friendly banter and laughter add to the relaxed atmosphere, which helps children feel safe and secure. Children confidently move around the premises, interacting freely and cooperatively with their peers and adults. They behave well and enjoy plenty of praise and encouragement from staff who act as good role models. The key person system is very successful in supporting children's emotional well-being and welfare needs. Good systems are in place to establish trusting relationships with parents and carers and share information. As a result, staff know the children and their families very well and offer appropriate care. Warm and friendly interactions are evident between staff and children.

Children stay safe as staff implement a number of procedures to manage risks, accidents and security at the beginning and end of the sessions. Children are developing their awareness of healthy lifestyles through the nutritious fruit and vegetable snacks provided. For example, they tuck into satsuma oranges and raisins, with water or milk to drink. The exciting outdoor area provides ample opportunities for children to gain exercise in the fresh air, increase their physical skills and learn to take managed risks. Children play in a very stimulating and well-resourced environment. It is clean, safe and inviting with lots of boards displaying posters and children's artwork. Staff arrange furniture and resources attractively into different learning areas. For example, children play with play dough in the creative area, look at a range of fiction and non-fiction books in the comfortable book corner and develop their technology skills at the computer suite. Staff manage children's transitions very well. For example, they organise several pre-visits to the pre-school for new parents and children and provide reassurance to them both to ensure a smooth transition. They have now established firm links with the school and pre-school children visit often. For example, they attend an assembly to help them become acquainted with the new environment, staff and routine. Staff develop good links with other local schools and invite teachers to visit so they can see children in a familiar place.

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

Senior management have a clear vision for the setting and have worked hard to make improvements since registration. This includes changing the way the key person system is organised and reviewing and updating all records to ensure they correspond with the revised Early Years Foundation Stage framework. The management team has supported

the pre-school manager in gaining a level 6 qualification. The implementation of the action plan, and on-going self-assessment, means all aspects of the setting are well-organised. The educational programmes are carefully monitored to ensure the needs of all children are met. The provider's robust recruitment procedures help to ensure that only suitable adults care for the children. They go through a comprehensive induction process that prepares them well to implement the full range of policies and procedures in place, such as, health and safety. The pre-school manager monitors staff performance through good quality supervision, including regular meetings, an annual appraisal and regular observations. There are many opportunities for staff to develop and add to their skills and knowledge through training courses, some of which are organised at the setting.

The setting has established effective partnerships with external agencies and services to secure appropriate interventions for children with special educational needs. For example, the setting's Special Educational Needs Coordinator works closely with the Area Inclusion Officer and a speech and language therapist to support children's development. Arrangements for safeguarding children are strong and well-embedded. All staff undertake child protection training and are familiar with the recently amended safeguarding policy. The lead practitioner is suitably trained for her role and liaises with the school, social services, and health visitors to help protect children from harm. Partnerships with parents are strong. Parents receive lots of information about what is going on at the pre-school through the information boards in the foyer and regular newsletters. They complete questionnaires regularly to offer their views, which are overwhelmingly positive.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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. 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

<b>Unique reference number</b>	EY444037
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	784403
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Naphill and Walters Ash School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01494562813

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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 that are usually their 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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