

Lightwater Pre-School

Lightwater Leisure Centre, Lightwater Country Park, The Aven, Lightwater, Surrey, GU18 5RG

Inspection date

24/10/2012

Previous inspection date

17/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are happy and settled, as staff make good use of home visits to get to know children and their families well before they start
- Children take part in play activities with enthusiasm because staff provide a appealing, stimulating and well resourced environment
- Children's individual needs are met, including those with special educational needs and/or disabilities, because staff work closely with parents and other agencies involved with the children and their families
- The manager and staff team are committed to improving the pre-school provision through rigorous self evaluation and comprehensive action plans.

It is not yet outstanding because

- Staff do not make the best possible use of the outdoor spaces in order to fully support children's learning across all areas of development
- Sometimes staff over-direct children's play rather than following their lead and supporting learning sensitively.

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 took account of the views of parents and carers spoken to on the day
- The inspector observed children's play and learning activities, together with staff interactions in both the indoor and outdoor environment
- The inspector looked at a sample of children's assessment records and planning documentation
- The inspector checked evidence of staff suitability including recruitment and vetting procedures, and staff qualifications
- The inspector held discussions with the manager about the management structures, self evaluation and development plans.

Inspector

Ben Calder

Full Report

Information about the setting

Lightwater Pre-School registered in 2003 and provides for children aged from two and a half to under five years of age. It is run by a committee comprising parents of children attending the pre-school. The pre-school serves families from the local community and surrounding areas. The pre-school operates from the dance studio which includes a small covered outdoor area at Lightwater Leisure Centre in the village of Lightwater in Surrey.

Children also make use of the surrounding grounds, tennis courts and an Astroturf pitch for outside play. The pre-school opens Monday to Friday from 9.30am to 1pm, and on Tuesdays and Wednesdays only from 1pm to 3.30pm, during school term times. Children can attend for a variety of sessions. The pre-school receives funding for the provision of free early education to children aged three and four years. There are currently a total of 42 children on roll aged from two and a half to four years. The pre-school supports children with learning difficulties and/or disabilities and those who learn English as an additional language. There are 14 members of staff who work with the children. Of these, seven hold relevant early years qualifications at level 3. Most staff members hold current first aid, food hygiene and safeguarding certificates.

What the setting needs to do to improve further

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

- provide further opportunities for outdoor play so that it offers a highly stimulating environment with resources that promote learning and challenge across all seven required areas of learning and which supports the different interests of children
- improve further the staff team's ability to: a) help children as needed to do what they are trying to do, without taking over or directing, and b) join in play sensitively, fitting in with children's ideas.

Inspection judgements

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

Children make good progress in their learning, taking into account their starting points and the length of time they have been attending. This progress is due to the support and guidance staff provide as the children choose activities. Staff are generally observant and responsive to opportunities to join in play, which stimulates children's interest. For example, staff used appropriate questions to extend children's ideas when playing with the maths toys, counting the number of people in a car, adding and taking away blocks from the tower. However, some staff begin to guide and direct child initiated play too much which limits children's playing and exploring.

The staff set up an interesting and inviting environment which encourages children to play and learn imaginatively. The play room provides a broad range of resources and activities which promotes children's learning across all seven required areas. Children benefit from interesting experiences which they are eager to share and talk about. For example,

children enjoy a well resourced area where they can experiment with writing, using a range of implements including pens, ink pads and envelopes. Staff also encourage children to recognise their own names, and introduce them to letters and sounds.

Children can choose when to go outside to a small covered space where they may choose from resources such as sand, water and large construction toys. Staff make daily use of other areas within the leisure centre including a large hall, playing fields and a tennis court to extend children's physical skills through running, jumping and riding. Children enjoy these larger spaces, but for those who prefer to learn outdoors resources neither cover all required areas, nor do staff plan them to reflect children's individual interests.

Despite this drawback in the outdoor area the educational programmes offered by staff help all children to reach the expected levels in all areas of development. This success is because children are generally provided with a good balance of free play and adult-led activities. Consequently, children develop a reasonably strong exploratory and independent approach overall during their play.

Staff make good use of regular staff meetings and informal discussions at the beginning and end of each session to evaluate the success of activities. There is a high emphasis on developing children's literacy skills and this is demonstrated by the older children linking sounds to letters, naming and sounding the letters that the staff have introduced during 'group time'.

Staff demonstrate good knowledge and understanding of the learning and development requirements and, as a consequence, children are making good progress. Overall, systems used by staff to observe and track children's progress are effective. Children's 'learning journals' include observations about children's progress, photographs, and planning for their next steps in learning and development. This information is regularly shared with parents so they are kept informed about their children's achievements and progress. Good systems are in place to obtain children's starting points from parents when their children first join the pre-school. There are strong links with a range of outside professionals who work closely with the pre-school to put into place plans for children needing help with language or special educational needs and/or disabilities.

Overall, children are working within the typical range of development expected for their age across all seven areas of learning. Children are interested in a wide range of toys and activities and are keen and interested learners who display the characteristics of effective learning. Staff effectively support their acquisition of these skills and, therefore, children are well prepared for their future development when they move on to school.

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

All children, especially those in need of additional support, form appropriate bonds and secure emotional attachments. Home visits are provided before children start, where useful information is collected from parents about children's developmental starting points, likes and dislikes and any additional support required. As a consequence, children's

individual welfare needs are met. There is a good 'key person' system in place in which a particular member of staff takes responsibility for certain children. Staff work closely with parents and other agencies to ensure all children are successfully included in everything on offer.

Children's behaviour is good because staff give clear explanations when help is required to achieve this. High concentration skills at activities they enjoy also help children to behave well. They cooperate with routine events, such as 'Group time'. They listen attentively to staff. They are well motivated to join in with the 'letter of the week' songs and actions, doing so enthusiastically because staff make them interesting. Children benefit from a 'show and tell' time, which encourages them to talk about their own home, families and significant events, further developing their understanding of the world around them and boosting their self-confidence.

Children are encouraged to take responsibility for their safety. Their independence is well supported and in their personal care. They follow good hygiene routines and understand the reasons why as staff explain these clearly. Snack time is an important part of the day where children enjoy conversations with each other and staff. Children help themselves to a range of healthy and nutritious foods that give them choice and help them to think about a healthy diet.

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

The committee and manager demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The provision delivers engaging activities across all areas of the educational programmes in order for children to progress well towards the early learning goals. Overall, all children are making good progress in relation to their starting points and capabilities. Monitoring procedures for capturing children's learning and development are effective and inform planning for children's future learning. The 'key person' system is working well, so each child has a special person who cares for them. This system means that children are confident and ready for school or the next stage in their learning.

An effective yearly appraisal system is in place to address staff training and professional development needs. Staff are very keen on participating in training to further build on their knowledge and understanding of early years practice. A thorough induction programme is provided to all new staff so that they know what their duties and responsibilities are in terms of the staff team. The manager works closely with relevant support staff from the local authority, actively seeking their advice and acting on it to improve quality. The committee, manager and staff make good use of self evaluation to set challenging targets for improvement through ongoing discussion, regular team meetings and the use of clear action plans. All recommendations made at the last inspection have been fully met.

The leadership and management of the pre-school instigate rigorous and effective

safeguarding procedures for child protection and recruiting suitable staff. The named child protection officer has good knowledge of child protection procedures and fully understands the responsibility to protect the welfare of children. All staff have a good understanding of the safeguarding and welfare requirements. They know the possible signs that a child is at risk of harm and understand fully what to do if they have any concerns about a child. Policies and procedures are regularly reviewed to help ensure that they are up to date. Staff must read these once they have been updated and are fully aware of their contents, implementing them consistently. Children's safety is maintained using comprehensive risk assessments.

There are effective systems in place to work in partnership with parents and carers. Staff value parents' contributions regarding their children and are beginning to collect their views to identify future priorities for the pre-school. Parents receive feedback at the end of each session and a yearly parents' evening provides opportunities to meet with their children's key person to discuss their progress. Parents report that their children are settled and happy and that the staff "go the extra mile to help you".

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY267718
Local authority	Surrey
Inspection number	814602
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	42
Name of provider	Lightwater Pre-School
Date of previous inspection	17/10/2008
Telephone number	01276 472662

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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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