

Parsonage Preschool

Antrobus Road, Amesbury, SALISBURY, SP4 7ND

Inspection date

Previous inspection date

28/11/2012

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

- Staff have a good understanding of children's individual needs. The effective key person system helps children to feel comfortable and secure, successfully promoting their emotional well-being.
- Good use is made of observation assessment to monitor children's progress. Staff use this information effectively to plan stimulating activities and experiences to help children move onto the next step in their learning.
- The manager has strong leadership with a clear drive for improvement. She monitors the provision effectively, supporting the staff's continual professional development which benefits children.
- Good use is made of the outdoor learning environment, with children able to free-flow between the indoor and outside areas. This enables children to follow their interests and use the flexible resources to explore, build, move and role play, which aids their enjoyment.
- Partnerships with parents and external agencies are good. This means that children receive the support they need and contributes to making sure their individual needs are met well.

It is not yet outstanding because

- At times, story sessions are not organised to enhance children's listening skills, and staff have yet to provide children with use of child-made books to help develop their

literacy skills.

- Staff do not always make the most of everyday routines and activities to extend children's understanding of some aspects of mathematics.

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 children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector talked with staff and parents and held discussions with the manager.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector discussed the systems used to review and evaluate the pre-school.

Inspector

Dinah Round

Full Report

Information about the setting

Parsonage Preschool is privately owned and managed. It registered in 2012 and operates from dedicated premises in the grounds of the Amesbury Sports and Community Centre, located beside Stonehenge School, in Wiltshire. Children have access to two enclosed

outdoor play areas. The pre-school is open each weekday from 9am until 3pm and operates morning and afternoon sessions. There are currently 37 children on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are six staff who work with the children. There are five qualified staff and one member of staff working towards a relevant qualification. The owner has Qualified Teacher Status and Early Years Professional Status.

What the setting needs to do to improve further

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

- review the organisation of story time sessions to help increase children's listening skills, and include child-made books and adult-scribed stories in the book area to enhance opportunities for children to share stories with others
- extend children's mathematical understanding through play activities such as stories, games and imaginative play and through the daily routines.

Inspection judgements

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

Children are making good progress in their learning and development. Staff have a secure understanding of the Early Years Foundation stage learning and development requirements. They plan a wide range of interesting play experiences that cover all seven areas of learning. Planning incorporates themed activities such as Sparkle day, but through observations of children's play staff are able to adapt the activities to respond to children's individual interests. Staff provide a good range of stimulating resources as loose parts, which can be used, moved and combined in a variety of ways. This enriches children's play and learning experiences, and children have fun as they play and explore. Staff establish what children can do when they first start through discussion with parents and completion of the initial child profile. They use this information effectively to help them plan for a child's individual care and learning. Staff make good use of documents, such as Development Matters in the Early Years Foundation Stage and Every Child a Talker to help them identify the next steps in children's learning. They regularly record children's achievements in informative learning journeys, often including photographs. This enables staff to monitor and plan for children's progress effectively and identify children who may need extra support to close gaps in their learning. Staff are currently developing systems to help them implement the progress check at age two to share with parents.

Children are happy, settled and keen to learn. They enjoy positive relationships with staff who know the children well and provide individual attention to enhance their learning experiences. Staff successfully promote children's communication skills throughout the play activities. They ask questions to develop children's thinking but know not to take over, allowing children to work things out for themselves. As children explore the play dough and place it in the garlic press, staff introduce new words such as 'squeeze', 'open', and 'shut' to help increase children's vocabulary. Children show good control as they concentrate carefully, fascinated to see strips of dough emerging and proudly saying to others 'I've done it'. Staff organise story time sessions in small groups to take account of children's ages, using props and puppets effectively to keep younger children's interest. However, on occasions staff do not adapt the story to help increase the older children's listening skills. Children have fun using their imagination to make up stories through role-play, both indoors and outside. A cardboard box is designated as a castle, and children decide who will be the princess and who is the king. The activity generates lots of excitement as children continue to negotiate in their play and develop their story.

Children have a developing understanding of mathematics through planned activities and access to resources. Some staff are skilled in extending children's mathematical learning but this is not consistent, so opportunities to spontaneously incorporate mathematics through the activities and everyday routines are sometimes missed. Children explore a good range of media and materials and develop their skills in using a range of tools. They enjoy experimenting with paint, creating glitter pictures and drawing pictures. Outside they have fun digging in the sand and use the water and brushes to wash the cars, confidently getting a step to enable them to reach the roof. Children have a positive attitude towards their learning. They are well prepared for the transition for their next stage in their learning due to the good range of experiences offered to them.

Good partnerships are developed with parents and carers. The daily meet and greet between the children's key person and parents means there is a regular exchange of information about children's individual needs. This helps promote continuity for children's care, learning and development. Parents are encouraged to take books home to read with their children, and staff talk with parents about ways that they can support children's learning at home. Parents are able to view their children's learning journeys, which provide them with detailed information about their children's progress. Parents spoken to during the inspection speak positively about the pre-school, commenting that staff 'are very good at sharing information'.

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

Staff provide a nurturing environment, successfully promoting children's physical and emotional health. The caring and friendly staff know children well, and the effective key person system enables them to provide additional support to new and less confident children. As a result, children are settled and secure, and developing positive relationships with others. Children relate well to staff and are confident to ask for help from adults, for example, when they need help putting their outdoor clothes on to go and play outside.

Staff provide good role models and help children learn to share and think of others in their play. For example, staff explain to children about sharing the shapes at the play dough table and offer alternative shapes so that all children can join in. The consistent praise and encouragement by staff throughout the activities, successfully builds children's confidence and self-esteem.

Staff are vigilant in maintaining a safe environment for children and provide high levels of supervision. They carry out regular risk assessment procedures to help them identify and minimise risk to children, taking action as required. For example, when they discover an ant's nest in the digging space an alternative area is created for children to explore safely. Children are learning to keep themselves safe in their play through the gentle reminders provided by the staff. For example, staff calmly explain to children not to run inside as they might hurt themselves, suggesting children go outside where there is more space to run round. Children's health is promoted well. They benefit from the provision of healthy snacks, and staff hand out leaflets on healthy eating to encourage parents to provide children with healthy lunch boxes. Staff liaise closely with parents, and develop clear procedures to support children's specific medical needs. This helps to ensure that staff have the necessary skills to care for children's individual needs.

The pre-school is well organised to meet the needs of the children. It provides a welcoming and stimulating environment, both in and outdoors, where children can free-flow between the different areas. This means that children get lots of fresh air and exercise, and adds to their enjoyment and overall development. Thoughtfully positioned, good quality resources are at child height to ensure that all children can make choices about their play, successfully promoting children's independence. This includes a varied selection of easily accessible fiction and non-fiction books. However, staff have not yet developed the resources to include child-made books and adult-scribed stories, to enrich children's experiences in sharing stories with others.

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

Staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Comprehensive recruitment and vetting procedures are followed to check the suitability of staff to work with children. Clear policies and procedures, recently updated, help staff maintain the smooth running of the pre-school. All required records are in place to support children's safety and welfare. These are easily accessible and stored securely. All staff have recently been involved in-house safeguarding training. This means they have a good understanding of safeguarding issues and the procedures to follow in the event of a concern about a child in their care.

Leadership and management is good and contributes positively on the staff's ability to implement the requirements of the Early Years Foundation Stage. The manager monitors teaching effectively, she moderates children's learning journals and discusses this with staff to aid their continual professional development. The skilled staff team work together extremely well. Key persons share information about children's specific needs throughout

the session, which helps to ensure that children's individual needs are met well. Staff induction, alongside weekly staff meetings and annual appraisals, means that staff are clear of their roles and responsibilities. All staff are designated a key area of learning within the pre-school and take an active part in developing this further to benefit the children. The manager and staff have a positive attitude to the ongoing development of the pre-school and link closely with support staff from the local authority to seek advice on ways to improve their provision. A 'Focus Improvement Plan' has been created and this has helped staff to identify areas for future development, such as the importance of involving parents more in their children's learning.

Strong partnerships are developed with parents, external agencies and other early years providers. Staff make effective use of ongoing observations to help them identify children's needs, liaising closely with parents and outside agencies so children receive support for their developing needs. This helps to promote consistency and continuity for children's care, learning and development. Staff help prepare children for the move on to school by teaching them particular skills, such as learning to dress themselves during physical education sessions. Parents receive comprehensive information about the pre-school, through the welcome booklet, notices, and regular newsletters. An information leaflet for parents has recently been created by the manager to provide guidance on how they can help their children's move to school.

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	EY448282
Local authority	Wiltshire
Inspection number	804640
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	37
Name of provider	Bourne Valley Nursery School Ltd
Date of previous inspection	Not applicable
Telephone number	01980611766

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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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