

# Woolton Hill Pre-School

The Church Hall, Woolton Hill, Newbury, Berkshire, RG20 9UL

## Inspection date

13/12/2012

Previous inspection date

17/05/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	2
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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, confident and secure in this setting. They play in a calm, relaxed environment where they make independent decisions about their play.
- Children are progressing in each area of learning and demonstrate they are becoming curious independent learners.
- The environment is clean and well maintained and space is used well to provide a range of good care and learning opportunities.
- Staff are warm and welcoming, engaging well with the children to create a happy nurturing environment.
- Good provision is made for the transitions to school.

### It is not yet outstanding because

- There are limited opportunities in the learning environment for children to learn about words, in English or in their home language, through names, signs or through books on display.
- Parents do not always receive sufficient information about what children have been doing and how activities encourage their development.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the setting.
- The inspector discussed practice with the manager and staff.
- The inspector observed the children at play and the staff interaction with them.
- The inspector scrutinised records and documentation.
- The inspector discussed the setting with a small number of parents.

## Inspector

Lynne Lewington

## Full Report

### Information about the setting

Woolton Hill Pre-school opened in 1983 and is committee run. It operates from the church hall in the village of Woolton Hill, near Newbury and situated next door to the local infant school. The group has access to the main church hall, kitchen, toilets and a small enclosed outdoor area. The group serves a wide area. The pre-school operates Monday to Thursday from 8.00am to 3.00pm and Friday 8.00am to 12.30pm, term time only. Children attend for a variety of sessions. Woolton Hill Pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 42 children

on roll aged from two years old to under eight. The pre-school supports children with special educational needs and for whom English is an additional language. The pre-school receives funding for the provision of free early education to children aged three and four. The setting employs six members of staff to work with the children. Five members of staff hold relevant child care qualifications up to and including level 5. The setting receives support from the local authority.

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

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

- Create an environment rich in print where all children can learn about words, for example, using names, signs, words in different languages, and displaying books attractively to promote their interest.
- Improve opportunities for parents to learn about the activities children undertake and the reasons why they are offered.

### **Inspection judgements**

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

Children develop their skills well in this setting and make good progress. The range of activities on offer enables them to develop their skills across all areas of learning and development. Staff observe the children and use the observations to plot the progress the children are making. This helps them to identify the next steps in children's development. The information is then used to help plan activities which give children opportunities to extend their skills. Staff are aware of the two year old assessment and plan to use their knowledge of the children to inform these assessments when required.

Children relate to the staff and visitors very well, asking questions and showing interest in all that is happening. Staff listen attentively and provide a narrative to their actions encouraging language development. Children enjoy participating in songs and action rhymes. This helps to develop their ability to remember words and encourages their physical coordination and balance as they do the actions. They listen to stories, increasing their awareness of the written word. They recall familiar events in the story and some are able to speculate what will happen. There are good quality fact and fiction books around the setting to support and inform children in their activities, although they are not always routinely displayed and there are few labels around the setting to enable children to become aware of their names and other words, either in English or in their home

language.

Children demonstrate increasing awareness of quantity, shape, position and size as they play with small world figures, the train set or plastic animals. They line them up the animals, put them in and out of carriages, notice when figures are too big to fit and recognise straight and curved pieces of track. They use sorting trays and select different sized bears, count them and with encouragement show awareness of how to make a pattern with different sizes. Staff listen and encourage children to talk about what they are doing. The garden provides an attractive space to develop physical skills as children can run and use the attractive play equipment. Children develop understanding of the world as they grow plants in the summer and learn the importance of watering them to help them to grow. They use the computers with increasing skill, following the instructions and moving the mouse across the screen. Children independently use the creative materials which are easily available. They paint, draw, use collage materials and dough. All these activities encourage creativity and also their finer movements. For example, they use tools to make patterns and cut the dough. Staff encourage and talk with them about their creations enabling children to feel proud of their work. Children are well prepared for the transition to the next stage of their learning.

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

Children's welfare needs are met very well in this setting. Staff set a very good example to the children in their manner. They are calm, patient and consistent in their expectations and responses to children's behaviour. Clear boundaries help children to learn right from wrong and behave appropriately to others. Children learn to share, take turns and use good manners as they undertake their games and play activities. Children demonstrate a high level of confidence and sense of security in the setting as they are curious and interested in all that is going on. For example, they confidently ask questions about what people are doing. A simple routine to the day helps to ensure children have good daily opportunities to be physically active, stimulated, regularly fed and have times for quiet reflection. This enables them to feel comfortable and happy and consequently enjoy opportunities available to them. It also helps children to feel confident and secure as they know what to do and to expect.

Comprehensive risk assessments help to ensure the premises are safe for the children to use. Staff know that as children develop they need to recognise and respect the potential dangers around them and behave appropriately. They learn to evacuate the premises swiftly if necessary. As they play they learn to use the equipment appropriately and help to pack it away to prevent trips and ensure the resources are available for use another day.

Staff take good care to encourage children's understanding of a healthy diet and physical exercise. Lunch and snack times are happy sociable times, where children and adults sit at the table to enjoy their packed lunches. Children help themselves to fruit or vegetable snacks, and drinks of water or milk as they sit in a social group to enjoy their food. All parents are asked to provide information regarding allergies, likes and dislikes. This is

taken into account when planning and preparing snacks and any cooking activities. Children demonstrate a good awareness of hygiene as they independently wash their hands at the sink after outdoor play and before meals.

Careful planned introduction to the setting enables staff to get to know children and parents and understand their individual needs. Parents are kept informed about their child's day and development through face to face conversations and planned meetings. However, little information is available easily to parents about what activities have been available each day or how children benefit from these activities. Parents comment positively on the setting and say their children are always happy to attend. They appreciate the opportunity to discuss their child's progress at a planned time with the staff.

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

A clear safeguarding policy is displayed and is shared with parents on admission enabling them to understand the setting's role in reporting concerns. Staff have a good understanding of their role in ensuring that the safeguarding and welfare requirements are met and the signs and symptoms which would give them concern. Appropriate measures are in place to ensure staff are suitable to work with children. Comprehensive risk assessments are undertaken and adapted to meet the developing abilities of the children. Regular fire drills help to ensure the premises can be evacuated swiftly in an emergency. The premises are secure and children are always supervised in the garden to promote their safety.

Staff demonstrate a good understanding of the learning and development requirements. They plan and organise activities effectively to provide the children with a well organised and resourced environment. The setting is clean and organised effectively providing children with a spacious, light and clean environment for their play and learning. Toys and equipment are all good quality and displayed attractively to enable children to select items and increase independence.

The manager and staff understand the importance of building positive relationships with parents and others involved in children's lives in order that they can work in partnership to encourage the child to develop. Staff recognise the individuality of each child and seek advice and support to manage differing needs. The setting has a good relationship with the school which children move on to, enabling information to be shared. They understand the importance of encouraging positive transitions to school and ensure the children have opportunities to visit and talk about what happens at school before they start. The reception teacher also visits to meet the children and see them at play.

Staff reflect on their work at regular staff meetings and seek parental opinions to help inform their self evaluation. The manager has a good vision for development. This includes further developments to the observations and records they maintain, and improved complaint record recording. They are currently recruiting two new experienced staff

members and the manager recognises this as an opportunity to bring fresh ideas to the setting. Staff are encouraged to undertake training opportunities to increase their knowledge and abilities.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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

<b>Unique reference number</b>	507954
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	893939
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Woolton Hill Pre-School
<b>Date of previous inspection</b>	17/05/2011
<b>Telephone number</b>	07773 526927 or 01635 255065

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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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