

Popley Explorers Pre-school

Bermuda Community Association, 40-44 Bermuda Close, BASINGSTOKE, Hampshire, RG24 9PE

Inspection date

28/02/2013

Previous inspection date

05/11/2008

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 take part in a wide range of challenging activities supported by skilled staff and good quality resources. Children freely explore their own play and make good progress in their learning.
- Children are very happy, motivated and keen to learn. They demonstrate independence, curiosity and imagination, and develop strong relationships with staff and each other.
- Staff's professional development is encouraged through a variety of training opportunities resulting in staff who are skilled and able to support children's needs.

It is not yet outstanding because

- Parents do not have consistent opportunities to contribute information to enhance planning and assessment.
- The nursery environment has a lack of signage in all the home languages of the children and their families, to help them to feel involved and valued.

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 activities in the setting and in the outdoor environment.
 - The inspector took account of the views of parents and carers spoken to on the day.
 - The inspector completed a joint observation with the manager of the setting on a group of children.
 - The inspector held meetings with the manager, deputy manager and staff.
- The inspector looked at a representative range of relevant documentation. This
- included samples of children's learning records, activity plans and staff development records.

Inspector

Charlotte Eavis

Full Report

Information about the setting

Popley Explorers Pre-school opened in 1999 and re-registered in 2008. It operates from Bermuda Close Community Centre, Popley, Hampshire and is accessed from street level. The pre-school serves the needs of the local area. It is open five days a week during term times and children attend for a variety of sessions. Sessions run from 8.30am until 3pm.

The pre-school cares for children aged between two and five years at any one time and currently has 44 children attending who are within the early years age group. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The setting has systems in place to support children with special educational needs and/or disabilities and for those who speak English as an additional language. The pre-school employs seven members of staff, six of whom have appropriate early years qualifications. The setting receives funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- display lists of words from different home languages and invite parents and other adults to contribute, so that parents and children are encouraged to feel involved and valued
- increase opportunities for parents to be involved in their children's learning and development.

Inspection judgements

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

Children thoroughly enjoy the time they spend at the setting. This is because staff have a very good understanding of the learning and development requirements; they are well deployed, enthusiastic and eager to help all children progress in their learning. Children explore and discover new things independently as staff provide a wide range of interesting and challenging experiences each day, that build on children's interests. For example, boys are actively encouraged to act out superhero role play while staff extend their communication and language skills.

The setting has a wide range of resources which are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices. Staff understand how children learn and successfully support children to develop the necessary skills to be ready for their next stage of learning. The quality of teaching is good as children's learning is further supported because staff introduce numbers, shapes, colours and letters at all times during children's play.

Staff have high expectations of children's learning based on their starting points and regularly complete precise assessments to inform planning. The manager has participated in 'keep on talking' training and has coached staff in what she learnt and this has had a positive impact on the communication and language skills of children. Children use speech confidently and staff introduce new ideas and often ask children open-ended questions to extend their thinking. Staff find out key words in children's home languages to aid children's communication but have not considered the benefits of using signage in the different languages spoken to show parents and the children that their languages are valued. Children have access to an outdoor environment which is used to actively promote the development of physical skills with the use of balancing beams and space hoppers. Staff have divided the space into areas and the use of dens allow children to separate from larger groups to read stories.

Staff use the key person system to ensure they have good relationships with children and parents. Information regarding children's needs is shared with parents through daily discussions. Parents are invited to contribute to their child's learning journey record and to support learning at home. However, staff have not explored ways to successfully engage all parents in their children's learning to enhance children's learning and development.

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

Staff actively promote children's well being and independence as they have secure attachments and know the children well. They work hard to ensure the setting reflects the changing needs of the children. For example, an interest in babies has resulted in a 'baby clinic' being introduced to allow children to practise care routines on their dolls. Staff have further extended this area by bring in mark making, number and letter recognition.

Deployment of staff is good and staff act quickly if a child becomes upset. Staff effectively support children and consistently help them to learn to take turns as they sensitively explain about sharing, distract children with other resources and talk about their feelings. Children engage in play on their own or as part of a larger group and happily come together for circle time. The younger children learn and get support from the older children as they show what acceptable behaviour is.

Children are able to choose from a wide range of resources that have been assessed to ensure they are safe; these are stored at the children's level and cover all areas of learning. Staff also offer them photo albums of the other resources available to ensure they can take control of their own learning. They use this well to further encourage children's confidence and self-motivation to make decisions about what they wish to play with.

Children are taught about the importance of keeping healthy and are served healthy snacks during the sessions; they are encouraged to serve themselves and fresh water is offered throughout the day. Staff sit with children at meal times and continue to develop children's social skills. Children take control of their own personal needs as they wash their hands and go to the toilet independently. Children demonstrate their physical agility as

they engage in active play and enjoy opportunities to gain fresh air and exercise outdoors.

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

The manager has a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. She has a strong knowledge of the Early Years Foundation Stage and uses this well to support her staff. As a result, staff are enthusiastic and clearly enjoy working as part of the team.

The manager monitors the planning and assessment arrangements and has recently introduced a new tracking system into the setting to improve monitoring of children's progress. Planning reflects children's identified next steps and as a result activities offered build on what children already know and can do. Staff establish secure partnerships with other professionals and agencies to support children and help them reach their potential. They work closely with the local children's centre, portage workers and health visitors. Strong links are developed with others settings children attend and local schools that children are likely to move on to. This aids children's transitions between the settings and promotes continuity of their care and learning.

Children are safeguarded because the manager and staff have clear policies and procedures embedded within their practice. Staff are fully aware of the procedures to follow if they have a concern about a child's well-being. The setting's robust recruitment and rigorous supervision, appraisal and induction programmes result in staff having a good understanding of their roles and responsibilities. Training is effectively promoted for all staff and is identified through supervision and identification of their personal training needs. The environment has been greatly improved by staff attending training, resulting in children independently accessing stimulating activities.

Risk assessments are carried out daily and visitors to the premises have their identities checked and are signed in. All visitors are spoken to regarding safeguarding and evacuations. All doors are secured and access is permitted only by a member of the key staff to help keep children safe at all times.

The manager has a strong drive to improve the setting and has a clear and successful improvement plan that supports children's achievement over time. The management and staff team shows a strong capacity for maintaining continuous improvement, as they frequently reflect on their practice and adapt procedures to ensure they continue to meet children's individual needs. Staff and committee meetings are held regularly to ensure progress is continued. Staff are encouraged to consider where improvements may be needed. Parents also contribute to evaluating the provision through completion of parent questionnaires and they are encouraged to become committee members. There are good links with the local authority which further enhances the improvement process.

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

Unique reference number	EY372379
Local authority	Hampshire
Inspection number	844355
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	44
Name of provider	Popley Explorers Pre-school
Date of previous inspection	05/11/2008
Telephone number	01256 363156

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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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