

Timsbury Preschool

Jubilee Hall, New Road, Timsbury, Romsey, Hampshire, SO51 0NL

Inspection date	14/03/2013
Previous inspection date	26/01/2010

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

- The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged.
- Children feel safe and secure in the pre-school and arrangements for safeguarding the children are robust.
- A very good partnership between the pre-school and parents ensures key information is shared between them.
- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident as staff are sensitive to children's individual needs.

It is not yet outstanding because

- while children make good progress overall, there are fewer opportunities for children to explore resources that promote their understanding of technology.

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

Inspection activities

- The inspector held discussions with the supervisor and deputy supervisor and talked with some staff, parents and children.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Timsbury Pre-school registered in 1972 and is managed by a voluntary committee. It operates from a community hall in the Timsbury area of Hampshire. The pre-school has use of a fenced area for outdoor play. The pre-school operates every weekday, with the exception of Wednesday, during school term time only. Sessions run from 9.30am until 12.30pm on Mondays and Thursdays, with an option of an extended session until 1.30pm on Mondays and until 2.30pm on Tuesdays and Fridays. The pre-school is registered on the Early Years Register.

There are currently 23 children aged between two and five years old on roll. The setting receives three and four-year-old funding for early education. Children attend for a variety of sessions and the pre-school serves the local and surrounding area. The setting is able to support children with special educational needs or children learning English as an additional language. There are five members of staff who work with the children, all of whom have an appropriate early years qualification.

What the setting needs to do to improve further

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

- develop children's opportunities to explore technology that they recognise, during their play, such as a camera, torches, CD player or phones, and provide equipment involving ICT.

Inspection judgements

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

Children enjoy their time at the pre-school. They are welcomed into a warm and friendly setting by staff who meet the children's learning needs well. Staff aim to ensure that children are learning through their play by providing interesting and worthwhile activities.

Staff carry out observations of the children, which are linked to the different areas of learning. Staff use these to identify the next steps for each child. Systems for planning and assessment are monitored and developed to ensure the activities and learning experiences support children's interests and the next steps in their learning. Children are actively involved in their play, confidently selecting and exploring resources. They enjoy role play and during the inspection were keen to put on a puppet show, giving out tickets and setting up the seating area. Staff promote children's independence well. They are developing skills such as putting on their own coats to play outside, and also pouring their

own drinks at snack time. Throughout the pre-school children are making good progress in all areas of learning overall. They are confident, keen to join in activities and are developing warm relationships with each other and staff. Adults make eye contact with the children when talking to them and encourage them to listen, helping them develop good listening skills. This approach also helps prepare them for school.

Staff mostly plan activities around children's interests. Staff plan focused, adult initiated activities to promote individual children's next steps. The educational programme ensures the children are offered interesting and challenging experiences across the different areas of learning. However, at present children have limited access to technology resources in their play that enable them to explore ICT. They have opportunities to count and recognise shapes and name colours. Children are supported to develop confidence in communicating, speaking and listening. Staff repeat words to the children and provide alternative words to extend the children's vocabulary. Children develop good communication skills and chat happily both to one another and to adults.

Children of all ages enjoy taking part in the group time. They are able to share their news, and they also enjoy listening to stories being read. They have fun taking part in the music and movement session where they enjoy marching, jumping and clapping. Staff share the children's assessment records with parents. They discuss children's next steps in their development and learning with parents, to ensure they are fully involved in their child's learning. The setting has yet to implement the two year old progress check, but all documentation is in place and staff have a good understanding of how to implement this.

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

There is a well established key person system in place. This supports and successfully closes identified gaps in children's achievements. Children's learning journeys clearly show this. Parents have good links with their child's key person. Staff use parents' and children's views and preferences to develop and enhance the pre-school. Staff use the outdoor area particularly well. There is a range of resources to stimulate the children's interests and provide many opportunities for learning and enjoyment. Children's physical skills are developing well. The range of outdoor equipment enables children to ride wheeled toys, and they have opportunities to balance, catch and climb.

Children learn about good hygiene routines and are reminded to wash their before eating and after using the toilet. The pre-school and parents provide a variety of healthy and nutritious snacks, which include fruit and vegetables. Good systems are in place to inform staff of any health or dietary issues the children may have. Staff keep thorough records of accidents or any medication administered to children. Effective systems are in place for behaviour management and children behave well. The staff are good role models, promoting listening, and help children to be sensitive to each others needs. Children are learning to share and take turns and play well together. Children are developing friendships, and interact with staff and each other well. Children know what is expected of them and are confident to make their own choices and decisions. Good relationships have been developed with the local schools. Staff work with the teachers to ensure a successful

move onto school for the children when the time comes.

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

Children demonstrate they feel safe as they move around the setting confidently and decide what to play with. The pre-school has policies and procedures for safeguarding children and these are effectively implemented. Some staff have attended training and share their updated knowledge and awareness of safeguarding strategies. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are able to do so. Detailed records of risk assessments show how safety is prioritised in all areas to meet the individual needs of children attending. Good systems for monitoring and evaluating the settings practise are in place to enable ongoing improvement. The commitment of the staff team and the close communication with the committee, ensure that adults work well as a team. Staff are all motivated and work hard to offer children an environment where they can feel safe and secure. Regular staff meetings ensure that information is shared and that all staff are included in decision making. This enables them to take pride in their surroundings and enhances their practice.

A very good partnership between the pre-school and parents ensures key information is shared between them. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel welcomed into the setting and praise staff for the good support they give to the children. Staff recognise the importance of having good relationships with the parents to help the children make good progress. Staff have regular chats with parents and use a parents notice board to keep them well informed. There are effective links in place with other providers for children who attend more than one setting, and the local schools the children move onto. These ensure there is continuity in the children's care and learning and support their good progress.

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 action. 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	109889
Local authority	Hampshire
Inspection number	813371
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	23
Name of provider	Timsbury Pre-School
Date of previous inspection	26/01/2010
Telephone number	01794 368976

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

