

Westbrook Little People

Tempest Avenue, Waterlooville, Hampshire, PO7 8NU

Inspection date	30/04/2013
Previous inspection date	08/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are active participants in their learning and show good levels of engagement and motivation.
- A stimulating indoor environment with clearly defined, well-resourced learning areas promotes effective child-initiated learning.
- Children are happy, behave well and show good levels of independence. Overall, they have secure relationships with practitioners and each other.
- Good links with parents and the local schools exist to help children settle and carry on in their future learning.

It is not yet good because

- The carrying out of adult-led activities does not effectively achieve children's next learning steps and gaps are not closing quickly for children learning English as an additional language.
- Staff do not consistently listen perceptively to, carefully observe and skilfully question children during activities in order to re-shape tasks and explanations to improve learning.
- Lunch-time is not used effectively by staff as a social, communicative, positive learning experience for children.

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 observed play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager, the business manager and Local Authority advisory teacher regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting and looked at the questionnaire.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Westbrook Little People Pre-School opened in 1990. It operates from a community centre which is located in Waterlooville, Hampshire. All provision is on the ground floor of the building making it accessible to everyone. The setting is run by a voluntary management committee, made up of parents and carers. The pre-school is registered on the Early Years Register. The pre-school is open Monday, Tuesday, Thursday and Friday from 8.15am to 3pm during term time only, with morning and afternoon sessions in operation and a breakfast club. On Wednesday the pre-school is open from 12 noon to 3pm. All children have access to an outdoor play area. There are currently 63 children from two years to under five years of age on roll. The pre-school serves the local community and surrounding areas and children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school provides funded early education for three and four-year olds. The pre-school employs 11 staff to work with the children. All of these hold relevant early years qualifications and one holds qualified teacher status. The setting receives support from the Local Authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve children's learning and progress by monitoring and evaluating adult-led activities to ensure they meet individual children's learning objectives, including those who speak English as an additional language
- develop support systems to enable all staff to understand their role with regards to skilful questioning and re-shaping children's learning experiences as necessary, to deliver a fully effective teaching and learning programme.

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

- organise lunch-time so it is a positive, communicative, social time for children, to further promote relationships with special adults.

Inspection judgements

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

Children enjoy their purposeful play and learning opportunities at the pre-school. They confidently move around the different areas and select their play activities from the interesting range of resources on offer to them. The educational programme covers the breadth of the areas of learning generally well, which inspires children to take part and learn. Children particularly like the free-flow indoor and outdoor learning experience, with many children choosing the outdoor sandpit. Indoors they look at books and manipulate play-dough. Some staff introduce mathematical language to children during play. Overall, children are making sound progress towards the early learning goals. Progress is not good because there are inconsistent teaching skills amongst the staff. For example, a well-targeted language group is planned for those children needing extra support in developing communication skills. Children enthusiastically take part, with clear Makaton signs and language used during the home-made fishing game. This enables children to develop verb endings and talk in a small group and is a successful activity in meeting most children's learning aims. However, the gap for those children learning English as an additional language is not closing as rapidly. This is because they have only recently attended the new language group and key words in their home language are not used by the adults in play and learning.

Incidental opportunities to build on children's knowledge and language skills are not consistently taken up by staff in freely chosen play. For example, when children excitedly run to the window to watch the gardeners get in their open truck with their machinery and drive away, the adults do not use this experience to extend children's vocabulary and language skills. Although staff know their key children generally well and record their next learning steps on an individual plan, the delivery of the learning activities is not always secure. For example, each session children have 'key time' where staff plan activities for their key groups. Currently, they are focusing on letters and sounds play activities each day, for all children of all abilities. Some children are learning to rhyme different words and to take turns, but the adults are not yet skilled to adjust activities to different children's learning aims in communication, language, and literacy development. Learning records show that staff are tracking children's progress across all areas of learning. Children's individual next steps are identified and shared with parents, with suggestions of activities for home discussed. In addition, home learning packs are available for parents with books and games to fully involve them in children's learning. Children enthusiastically paint in the creative area after selecting an apron to put on. Some talk about having red hands with the adults. However, the adult writes their names on their pictures because she does not have high expectations of children, particularly for those who can write some letters of their name. Despite the inconsistencies in practice and some lack of challenge, children are developing future skills satisfactorily overall.

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

Children settle well and show good levels of self-confidence within the pre-school. The key person system means that children have some opportunities to develop a bond with their special adult. However, at lunch-time, staff are not good role models as they do not sit and eat with the children to make it a pleasurable, eating, social and communicative experience. Opportunities to talk about healthy eating and to develop a genuine bond with

the younger two-year-olds, are not taken up by the adults. Children are reminded by adults to wash their hands after they use the toilet and are learning to respond to their own toileting needs. They regularly take part in outdoor play whenever they wish as the door is open for free-flow play. Children sit and play in the sand and practise their movement and climbing skills on the small toddler slide. Some older boys take measured risks climbing across the wooden picnic tables, although staff encourage them not to. The adults work hard each session to set up a child-friendly, stimulating environment with play resources to support children's all round development. For example, children can view their work displayed on the walls. Since their last inspection, the setting have developed a small enclosed outside area to supports different children's learning styles. Clearly defined play areas, such as a cosy book corner, writing area and 'small worlds' area means children can make good choices in their play.

Children pour their own drinks at snack time and enjoy a healthy snack which contributes to their health and well-being. They are prepared for their next stage in learning because there are good links with the nearby school. The manager has designed a 'Going to school' booklet for each child with photographs of uniforms and the premises and has regular meetings with the teachers. Children attend school activities, such as the Christmas play. Adults encourage children to be as personally independent as possible, such as pouring their own drinks at snack time and selecting the fruit they would like. Overall, children demonstrate good behaviour in relation to their age, and know the rules and boundaries of the pre-school. This is because staff go through the golden rules at large group time. Most children behave in safe ways with some staff talking to children about 'kind hands' and encouraging them to be friends.

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

The manager and business manager of the pre-school ensure that the safeguarding and welfare requirements are currently met. Together they complete a robust recruitment and vetting procedure when new staff are recruited to help ensure their suitability to work with children. In addition, there is a system to notify Ofsted when new committee members are recruited. Staff undertake an induction so they are aware of the pre-school's policies and procedures and all staff are trained in child protection. The designated person for child protection and staff have a secure understanding of their role and responsibilities about reporting safeguarding concerns. Clear procedures are undertaken when complaints are made in relation to allegations against a member of staff. Ofsted is notified in line with the requirements.

Overall, the manager has a sound overview of the educational programmes offered at the pre-school. She is aware of some of the of the pre-school's weaknesses regarding delivery of the teaching and learning activities. Her current role means she rarely works alongside staff with children on a daily basis, although this will change in the future. Management randomly monitors the written assessment and planning system. A quiz is introduced to test and increase staff knowledge on children's learning and development. However, peer observation to look at the quality of teaching and learning has been overlooked as it is not

included in staff supervision and appraisals which are regularly carried out. A self-evaluation of the setting has been partly undertaken but it does not currently analyse and self-challenge all aspects of the pre-school.

Partnerships with parents are strong. Parents speak positively of the friendly, approachable staff, and say how much their children enjoy attending the pre-school. Since the last inspection, staff have worked hard to engage parents more in this partnership. For example, they have a children's starting point profile, which gives the adults a full picture of each individual child. They send home bilingual story books to families with children for whom English is an additional language. Partnerships with external agencies and the local schools are well established. For example, agencies to support children and families with special educational needs and for whom English is an additional language are used to ensure children's individual needs 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 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	109994
Local authority	Hampshire
Inspection number	911591
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	63
Name of provider	Westbrook Little People Pre-School Committee
Date of previous inspection	08/10/2008
Telephone number	07708 873260

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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, 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.

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