

Applemore Pre-school and Holiday Activities.

Claypits Lane, Dibden, Southampton, Hampshire, SO45 5TN

Inspection date	08/05/2013
Previous inspection date	04/11/2008

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 happy and settled at the pre-school. They benefit from the kind and caring way that staff support them and meet their daily needs.
- Staff have implemented the required progress check for children at age two and share the associated reports with parents.
- Staff seek help from other agencies to support children needing additional help.
- Staff organise group story time well so that all children are able to participate.

It is not yet good because

- Some staff lack a clear knowledge and understanding of how to accurately assess and plan for all children to enable them to make steady progress towards the early learning goals.
- Staff engagement with children is inconsistent and does not always support children's continued learning.
- Educational programmes for mathematics are not given sufficient emphasis.

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.

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 main hall and the outside area.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at a sample of children's learning journeys, planning documentation, the self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of two parents spoken to on the day.

Inspector

Alison Kaplonek

Full Report

Information about the setting

Applemore Health and Leisure Centre is adjacent to Applemore college near the village of Hythe. It provides a pre-school and a holiday activity programme and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school and the holiday playscheme are situated on the ground floor. The setting is managed through the overall management of the recreation centre together with the manager of the setting. The pre-school sessions are on Monday to Friday from 9am to 12 midday during term time. The holiday playscheme offers places for children aged five to eight years and is open from 8.30am to 5.30pm daily during the school holidays. There are currently 30 children from two to five years on roll and the setting is in receipt of funding for the provision of free early education for children aged three and four years. There is also separate provision for children aged over eight years. There are six members of staff who work with the children. Those who work in the pre-school all hold early years qualifications.

What the setting needs to do to improve further

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

- improve the educational programme for mathematics by using unplanned opportunities and planned times for children to develop their understanding of number, problem solving and use of mathematical language
- make sure that all staff know and understand how children learn and how to assess their progress accurately; ensure that planning for every child's individual learning and development builds successfully on what they know and can do, so that they are suitably challenged and make progress towards the early learning goals.

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

- improve staff engagement with children to ensure that they skilfully question children during activities in order to promote their language and thinking

Inspection judgements

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

Children are happy and settled and keen to take part in the activities provided. They make choices from the resources laid out for them in the different learning areas within the large hall. Many of the activities and materials are regularly available and this gives some children the confidence to know what they can play with and where to find their favourite toys and play materials. Some children's vocabulary is developing well and they talk confidently to staff about their families and friends. They are well supported by some staff who introduce new words. They talk about 'squeezing' the dough mixture children explore or 'twirling' the ribbon as they move to the music. Children with special educational needs who need extra support in their language development, are referred for speech therapy or extra help from their local authority adviser. However, staff engagement and interaction with children is inconsistent. Some staff question children well and challenge children to work things out for themselves. They talk about how dough is created as they mix water into flour. They ask children to explain how it feels as they squeeze the mixture or how the colour changes as they add the green paint. Other staff are less knowledgeable about how children learn and at times learning opportunities are missed. They do not routinely use open questions to promote children's language and thinking and miss opportunities to encourage children to count and learn mathematical language during routine play experiences. Some children are able to make marks with chalks, pens or paint and are beginning to recognise their names on their name labels.

Key staff make observations and take photographs of children's achievements and create 'learning journeys' to show children's progress. They use these observations and information gained from parents to feed into their assessments for individual children. They complete the required progress check for children between the age of two and three years of age which enables them to identify how well they are progressing in the prime areas of learning. However, the assessments for other children are not always accurate and do not cover all areas of learning or show accurate tracking of children's progress. The next steps planned for some children and shared with staff to implement during the session are not always clear. As a result, some children are not making the best possible progress towards the early learning goals.

Children enjoy their outdoor play and develop their physical skills as they ride the scooters or balance on the beams. Although the outdoor and indoor areas do not easily link to allow children completely free movement between the two, staff organise routines so that children can enjoy plenty of time outside in all weathers. They provide spare boots and waterproof coats and children enjoy choosing the clothes they need to wear. Some staff take this opportunity to talk about the types of clothing children may need for sunny or rainy weather and to introduce discussion about using sun cream or hats for health protection. They encourage children to try new skills such as balancing the wooden blocks or building a tower with the steps.

Parents are satisfactorily involved in their children's learning. They are invited in regularly to discuss their children's learning and development with key staff. They look at their child's learning journal and assessment records and are encouraged to add their own comments about their children's achievements at home. Children are able to take the pre-school's toy bear home and complete a record of his time with their family to share with the other children.

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

Children move freely and confidently around the hall and outside area. They behave well and are happily engaged in activities. Any children who are upset or hurt by other children receive kind support from staff who give clear expectations about acceptable behaviour. Children are learning how to share and take turns as they play group games or wait for certain toys to become available. Children are able to go to the toilets independently and staff remind them to wash their hands before snack time. They help themselves to the healthy food provided and many are able to pour their own drinks. They also try foods from other countries as they learn about Chinese New Year. Children enjoy sitting at the table and talking with their friends and staff. They are developing some of the social skills they will need when they move on to infant school. Nearing the end of the academic year, they are helped to prepare for this next stage in their learning as they visit their new school and meet their new teachers.

A clear key person system is in place and both the children and their parents are familiar with this member of staff who is responsible for the assessments and planning for individual children. However, for some children and their parents information about where children are in their learning is not always accurate. As a result some parents are not supported to continue their children's learning at home. Some children play cooperatively with their friends and concentrate at group times such as when listening to stories. Younger children who find this difficult are well supported by staff who organise story time into smaller groups to aid children's concentration.

A satisfactory range of age appropriate toys and equipment is provided within the different areas of the pre-school. Many boxes are labelled and some children confidently help themselves and make up their own games. Some children try to do up their own coats before going to play outside and know about crossing the road carefully with a member of staff. Staff deploy themselves reasonably well within the different areas of the pre-school so that there is always a member of staff in the outside area, at the snack table or supporting certain activities if required.

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

Arrangements for safeguarding and protecting children are sound and understood by both management and staff. The pre-school has clear policies and procedures in place which are all available for parents to see at any time. This keeps them informed about how staff are protecting children or managing any behaviour issues. The manager takes responsibility for safeguarding children. She ensures that her staff clearly understand their responsibilities and that they keep records of any accidents, injuries or risks to children. The leisure centre manager carries out appraisals for all staff who are encouraged to take up further training opportunities. Most staff have completed training in keeping children safe and have a first aid qualification. They are all qualified in early years and some are keen to complete further training courses in the future.

Self-evaluation is sound and identifies some strengths and areas for improvement. Management understand their responsibilities in meeting the learning and development requirements and have drawn up a comprehensive action plan for the future. Many of the short term actions have been recently implemented and management and staff are now working to implement the medium and long term plans. However, at present, some staff do not have a good knowledge and understanding of assessing and planning for children's next steps. The quality of teaching and interactions and the emphasis on mathematical learning are inconsistent to support all children in reaching their full potential.

Staff work reasonably well with parents, other agencies and their local authority to support all children. Parents receive a satisfactory range of information about the pre-school's practice and their children's learning and development. They have access to information via notice boards and are asked for their views about the pre-school's practice through questionnaires. Parents state that they are pleased with the way their children have settled and with their progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	109831
Local authority	Hampshire
Inspection number	911721
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	30
Name of provider	New Forest District Council
Date of previous inspection	04/11/2008
Telephone number	023 80423352

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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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