

# Velmore Preschool

Belmont Hall, Belmont Road, Chandler's Ford, EASTLEIGH, Hampshire, SO53 3EU

## Inspection date

Previous inspection date

06/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 have settled quickly into this new pre-school due to the care and commitment of the staff.
- Children are offered a continuous play provision where they choose what they wish to play with.
- The children's key workers know their children well.

### It is not yet good because

- Observations and assessments are not consistently used to support planning of activities.
- Information initially collected about the children are only linked to their care needs and not their developmental stage.
- Children are not encouraged to be independent at snack time.
- Parents and children do not contribute to the pre-schools self-evaluation.

## 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 spoke to parents, children and staff.
- The inspector observed the interaction between the staff and children
- The inspector sampled observations and assessments undertaken on the children.

## Inspector

Amanda Shedden

## Full Report

### Information about the setting

Velmore Pre-school is a privately owned setting. It registered in 2013 and operates from Belmont Hall in the Chandlers Ford area of Hampshire. The pre-school is open each weekday from 9 am to 2.15 pm during school term times. All children share access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register. The pre-school is able to care for children aged from two years to the end of the early years age group. There are currently 11 children on roll. The setting receives funding for early education for children from two-, three- and four-year-olds. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and also support children who speak English as an additional language. The setting employs three members of staff. All staff hold a relevant childcare qualification.

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

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

- develop observation and assessments to identify learning priorities to plan relevant and motivating learning experiences for each child linked to the areas of learning

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

- obtain information from parents when children first start to find out what the child can do.
- encourage children's independence skills for example at snack time.
- extend the self-evaluation to include thoughts and ideas of the parents and children.

## Inspection judgements

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

All children are making sound progress in their learning in relation to their starting points. Staff spend time observing and tracking children's learning, however, this information is

not used consistently to plan challenging experiences for all children. Children's learning and development is in line with the expected developmental ranges for their age groups. As a result, children are obtaining the skills, attitude and dispositions they need to be ready for school or the next stage of learning overall.

Staff use the garden as a good resource to help children learn about the world around them and promote conversations. They are encouraged to listen and see if they can recognise noises, such as the bus going by which they cannot see. Open-ended questioning encourages the children to talk about what colour the bus may be, who might be on it and where it might be going. They listen and watch for birds and see if they can identify birds from the range of realistic bird puppets they have. Children enjoy using the playhouse in the garden where they use their imaginations to make up many stories and games and act out activities such as going to the park.

Children sit and concentrate as they cut and glue using a range of freely available craft resources. They enjoy using the easel to create their own works of art, staff engage in conversations with the children encouraging to talk about their creations. Children and staff sit together to look at reference books and look closely for the differences between turtles and tortoises. This helps children understand that information as well as stories can be found in books.

Parents know who their child's key worker are and state that they can see the progress their child has made. They value the information provided by staff, for example about the song of the week so they can sing with their children at home.

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

All children are happy and settled during their time at the pre-school. Staff spend time getting to know their key children and share information with the parents to ensure the children's individual needs are being met.

Children's behaviour is good, and consistently managed by the staff. The organisation of the sessions and the deployment of staff enable them to quickly intervene or positively divert the children's behaviour. They are good role models talking quietly to the children praising their efforts. Consequently, children form positive relationships with members of staff and their friends as their self-esteem and confidence is promoted well.

Children demonstrate they feel safe at the pre-school. Their independence is encouraged at times as they choose what activities they would like to participate in either indoors or outside. Children have access throughout the session to the outdoor play area where they enjoy a range of physical activities. They have great fun using the slope in the garden develop their balancing skills as they rush down the slope on scooters and bikes.

Each day children have snack, they choose when to stop playing and come in and wash their hands before eating. However, their independence does not extend to helping prepare snack by cutting their own fruit, for example. Although staff enable children to

pour their own drinks, they only fill the jug with just enough milk for each child. Therefore, children do not learn to limit the amount of liquid they pour to help them learn about volume and measurement. In addition, staff give children just two pieces of fruit, so they are unable to choose how much they would like to eat.

Children independently select resources they wish to play with from the good range of quality resources on display. They know that they can take most resources outdoors if they wish to add to the selection already in the garden. They learn about respecting resources as they help to pack them away at the end of the session.

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

The owners have a sound understanding of the safeguarding and welfare requirements. They work well with the other staff member to implement the framework. The team are beginning to work well together and offer the children a range of different activities. They take advice from the local authority and act on any suggestions to improve the outcomes for children. The owners have a vision of how they would like to progress the pre-school and have already made many changes for the benefit of the children. However, there are few opportunities for parents and children to contribute to the evaluation process, to help set challenging targets for improvement.

The owners monitor the education programme and observations undertaken on the children. However, they do not take into account the interests of individual children to inform planning effectively. Key persons are aware of the next steps in children's learning; however, they do not use this information to feed into the planning.

Safeguarding in the pre-school is effective because all staff have a clear understanding of child protection procedures and know how to implement them. Staff have attended safeguarding training and are aware of the issues around child protection. Written policies and procedures are in place, including safeguarding and complaints. These are shared with parents to help them understand the pre-school's role and responsibilities towards their children. Staff carry out daily checks of all areas and complete full written risk assessments regularly. Effective systems are in place to ensure that children only go home with parents or their nominated person, using a password. Robust recruitment procedures are in place to ensure that only persons that are suitable are appointed. Staff are deployed appropriately to ensure children are supervised. As a result, children enjoy a safe, secure learning environment.

Parents are very happy with the pre-school, they all state how happy their children are and how quickly their children have settled. They discuss their child's care needs and fill in all necessary information when their child starts. However, the pre-school does not collect information about children's development to enable staff to plan appropriate activities from the start. Parents are given termly updates on the achievements their children have made. and next stage for development is also discussed. Staff are aware of the importance of working with other professionals and other early years providers to provide

a shared approach to children's learning and development.

## 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

<b>Unique reference number</b>	EY456954
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	919060
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Velmore Preschool Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07796497771

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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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