

The Warren Pre-school

Bishops Green Village Hall, Beech Road, Bishops Green, Newbury, Berkshire, RG20 9JG

Inspection date	22/07/2013
Previous inspection date	13/01/2009

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 pre-school provides an exciting and stimulating environment in which all children learn and make good progress.
- Children's learning and development is supported well by staff as they encourage them to think things through, solve problems and make decisions.
- Children are very independent and confident. There is a robust key person approach in place, which supports individual children very well.
- Leadership is strong and the staff team work well together. Ongoing reflection offers a constant review of how well the setting meets the needs of the children who attend.

It is not yet outstanding because

- The organisation of group times is not always as successful for the younger 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.

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 play room and the outdoor play area, including a joint observation with the manager.
- The inspector held meetings with the manager and the chair of the pre-school committee.
The inspector looked at and discussed children's assessment records the self-evaluation process, planning documentation, evidence of suitability of practitioners working in the pre-school and a range of other documentation.
- The inspector took account of the views of parents and carers and children spoken to on the day.

Inspector

Victoria Weir

Full Report

Information about the setting

The Warren Pre-School opened in 1986, and moved to its present premises in 2005. The pre-school operates from the village hall at Bishops Green near Newbury in Berkshire. They have use of a large hall with adjacent children's toilets. There is an enclosed paved and grassed area for outside play.

The pre-school is open term time mornings, from 9:30am until 12:30pm on Monday to Fridays, term time only. The setting has systems in place to support children with learning difficulties and/or disabilities and for those who speak English as an additional language. A team of three full time staff work with the children. Of these, three have relevant qualifications at level 3. The setting is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- improve the organisation of large group times to consistently include younger children.

Inspection judgements

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

Children enjoy a relaxed, calm environment where they settle well. This shows they feel secure and confident. Their independence is evident as they make choices about what they wish to do as they freely choose toys and equipment that reflect their current interest. Children engage with others in activities or play with the range of stimulating resources on offer. For example, children play imaginatively together a game of mermaids. They dress up, practise their swimming skills, write a sign, and use materials in the role play area. Children's language skills are developing well. Interaction between staff and children is good. Staff use effective teaching methods, such as open questioning and demonstrating what to do. This helps children to enjoy their learning and make good progress. For example, children who are drawing faces engage happily in a discussion about their experiences at home around oral hygiene and counting teeth when they draw mouths. This interaction supports children to make links to their home life, as well as promoting their self-confidence and self-esteem; all skills which help prepare them in readiness for school. Children enjoy practising early writing skills making marks as they independently use a selection of materials. They give meaning to their marks, proudly declaring 'Look, that's my name'. Children choose from a good selection of books, which they handle correctly. They sit in the outside den, reading to each other before confidently

approaching members of staff to read their favourite story. Children use letters and numbers throughout the day. Staff encourage children to learn sounds of letters through activities such as 'sound walks'. Children listen and identify sounds some of which they recognise are in their names. Staff encourage them to think things through, solve problems and make decisions in play. This helps children in their play and enables them to gain a sense of achievement.

Observation, assessment and planning are effective in meeting the learning needs of the children who attend. The quality of teaching is good, and staff competently reflect on where children are in their development in order to assess on-going learning and progress. They use their knowledge of child development well to establish next steps for learning, and use the information to enhance planning. This supports the good progress all children make in the setting. The progress check at age two is completed with the involvement of parents, and offers a secure judgement about where children are in their development. Regular summary assessments of children's progress are also shared with parents so that they are fully informed of their child's on-going development. Parents provide written contributions to children's learning records which celebrates children's success and helps staff plan. Parents talk to staff every day so that they are fully informed about what children have been doing while attending. Support is given for learning at home through informal discussions, strong key person relationships and ideas in newsletters.

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

Children are very happy and safe at the pre-school, as staff are very caring and protect children's health and well-being effectively. Information is obtained from parents about children's likes, dislikes and additional requirements so that staff meet their needs. Children enjoy involving staff in their activities and chat happily to each other at snack times. They form secure bonds with their key person who knows them well. Children become familiar with the pre-school environment as they attend the toddler group in the same room. Children's move to school is managed very well through planned visits to the school and visits from the local reception teacher. Staff plan activities about going to school, so that they are secure in their move to school. For example, staff read stories about characters starting school and children are encouraged to talk about how they may feel about this. Staff pass information on to school staff so that children's needs continue to be met.

The setting provides a range of healthy snacks for children. Children choose milk or water and their own snack, staff teach them about healthy food choices. During outside play staff talk to children about sun protection and ways of keeping cool to help their bodies. They have fresh air and exercise each day and learn about keeping clean and how to take care of their bodies. Children are encouraged to manage their personal care needs well. Staff supervise children well at all times. Children learn to manage risks safely in their use of the climbing and balancing equipment and the wheeled toys outside. Staff remind children not to run indoors so that they learn to keep themselves and other children safe. Staff teach children to be independent, as they put on their own sun hats. They teach children to be kind, and older children will often support the younger children to manage

activities and tasks. The behaviour is good. There are very good relationships between children and staff and children share and take turns well. Staff praise children frequently for their achievements and good behaviour. This builds their confidence and good self-esteem very well.

A safe and enabling indoor and outdoor environment is maintained for all children. Children enjoy a wide range of interesting and stimulating toys and equipment which are well maintained and of good quality. Low-level storage and age-appropriate furniture enable them to play with their chosen resources as they wish. This ensures that children are comfortable.

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

Leadership is strong and the staff team work well together. The on-going reflection on children's learning and development and the provision offers a constant review of how well the setting meets the needs of the children who attend. Training is focused in order to address the identified areas for improvement so that the provision is continually improving. For example, the training around the needs of two-year-olds has led to changes in the planning and routines to accommodate the personal and social needs for this group of children. However, this is less successful at the large group times. The manager monitors staff performance as she works with the other members of staff each day and regular supervision meetings supports this. This ensures that the high standards are maintained and staff are kept up-to-date with current legislation in the running of the pre-school. Staff carry out effective self-evaluation, which includes the views of parents and children.

Staff implement the effective policies and procedures so that children are safe and the provider is clear about informing Ofsted of any changes. The premises are secure and there are rigorous procedures for the collection of children. Staff supervise children vigilantly and record and monitor accidents and medication meticulously. Safe recruitment policies are practised so that all staff are suitable to work with young children. Staff have a good understanding of safeguarding and their responsibility to take appropriate action to protect children to keep them safe. Parents' suggestions and opinions are invited and contribute to the provision at monthly open committee meetings. The newsletter informs them about how their suggestions have been acted on. Children are asked for their ideas to contribute to planning, so that their needs and interests are met.

Staff work with other professionals in order to support children and meet any additional needs. Partnership with the school and local children's centre is strongly supported through staff being on the committee. There is good communication with the other settings that children attend, so that children's learning is complemented and their well-being is protected.

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
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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	EY316517
Local authority	Hampshire
Inspection number	843877
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	19
Name of provider	The Warren Pre-School Committee
Date of previous inspection	13/01/2009
Telephone number	01635 269040

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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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