

Nythe Pre School

Nylands Road, Nythe, Swindon, Wiltshire, SN3 3RR

Inspection date	24/09/2013
Previous inspection date	16/04/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are confident, independent learners, who spend long periods engaged in activities of their own choosing.
- Staff know the children very well and plan to meet their individual learning needs, therefore, all children make good progress.
- Children's behaviour is exemplary because staff use positive methods to encourage good behaviour.
- The manager has high aspirations for the pre-school. She is motivated, supports staff well in their professional development and they constantly make plans to improve the educational programmes.

It is not yet outstanding because

- Some creative activities are too adult directed, therefore children have fewer opportunities to represent their own ideas.
- Staff do not always make the best use of the well-organised garden to fully support children's all round development, particularly those younger children who are more active learners.

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 staff and children during activities, both indoors and outside, and spoke to them at appropriate times throughout the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector checked required documentation including staff suitability checks and some policies. The inspector sampled children's learning records.

Inspector

Charlotte Jenkin

Full Report

Information about the setting

Nythe Pre-School opened in 1965. It is managed by a voluntary committee. It operates from a rented building within the grounds of Nythe Primary School in the Nythe area of Swindon, Wiltshire. The pre-school has sole use of these premises, which consist of two play rooms, an entrance hall and kitchen and toilet facilities. The children have access to a secure outside play area. The pre-school serves a diverse range of families from within the local and wider area. The pre-school is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. It opens for five days a week during school terms. Sessions run from 9am to 3pm on Mondays, Tuesdays and Wednesdays and from 9am to 12pm on Thursdays and Fridays. There are currently 55 children from two to under five years on roll. The pre-school provides some free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities, and those who learn English as an additional language. Children attend for a variety of sessions. Currently, the pre-school employs eight staff who work directly with the children. Seven staff have appropriate early years qualifications at levels 2, 3 and 5. One member of staff is unqualified. The supervisor is currently undertaking a degree in childhood studies. Support is received from the local authority.

What the setting needs to do to improve further

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

- make better use of the outdoor area to support children's all round development, particularly for those younger children who are more active learners.

- develop children's creativity further by allowing them more opportunities to use a wide range of media and materials to represent their own ideas

Inspection judgements

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

All children, including those with special educational needs and those who learn English as an additional language, make good progress in relation to their starting points. This is because staff know the children very well and plan to meet their individual learning needs. Staff liaise closely with parents when children settle in and gain detailed information about children's backgrounds and abilities. This enables staff to plan for children's needs from the outset, and monitor children's progress. Staff regularly observe the children at play

and use this information to plan the next steps in children's learning. Parents receive regular feedback about their child's progress and contribute information about their children's achievements at home. In addition, staff offer parents valuable ideas on how they can continue their child's learning at home. This means that together, parents and staff offer a consistent approach towards supporting children's learning and development. Staff also use assessment information to provide parents with the required progress check for children aged between two and three years.

Children enter the pre-school happily and older children settle quickly into the routine of the day. They know to sit on the mat for circle time and to join their key person for a group activity. This time helps children develop relationships with both their key person and other children, and helps them become confident in the group. Younger children who are new to the pre-school receive good support from staff to help them settle. Parents are welcome to stay with their child until they are both happy to separate and this is tailored to each parent and child. Younger children are starting to become familiar with the routines and staff use effective methods to help them learn what is going to happen next. For example, when playing outside, staff use a tambourine to gain children's attention. They show a picture of a rainbow and use a sand timer to explain that when the sand has gone down, children in the 'rainbow' room will need to tidy away their toys and come inside. Older children are confident, independent learners who spend long periods engaged in activities of their choosing. They use the dressing up clothes and shoes, and engage in make believe play, such as preparing and going on a picnic. Children happily chat to one another and invite staff into their play. Staff ask the children questions about their ideas and this encourages children's imaginations. At times, children are able to ask for some materials and make collages. They are confident to talk about their pictures, and what they mean. For example, one child shows their picture of 'my sisters' and another says their picture 'looks like fireworks'. However, other creative activities are adult-directed and children are expected to reproduce an adult's idea. For example, children paint paper plates with brown paint, stick on eyes and cut the edges to make a hedgehog. This means children have fewer opportunities to select materials of their choosing to represent their own creative ideas.

Children make good progress in their language development. Staff interact well with the children and use plenty of open-ended questions to encourage their speaking skills. For example, when young children play with the cars and a road mat, staff ask questions, such as 'Where are we going?' When children reply, 'We going to shops,' staff acknowledge children's speech and model the correct language repeating back, 'We are going to the shops'. Staff also promote older children's communication and language skills well. When building with construction bricks staff ask questions such as, 'What are you building?' and 'What might you need?' When children reply they are making a house and they need 'some people and a dog,' this shows they are confident to express their thoughts and ideas. Older children have regular opportunities to develop their understanding of the world. They confidently use the computer and navigate the mouse to select and complete programs. At certain times, older children go into the grassed area to explore nature. Children find ladybirds and snails and use various magnifying glasses to investigate them. Staff support the children well, asking questions such as, 'What happens when you look through the magnifying glass?' Children explain they can see the creature is bigger and talk about the colours and that the ladybirds have 'spots'. Staff then

encourage children to count how many ladybirds they have found and how many spots they have, which encourages children's mathematical awareness. Young children enjoy exploring 'cause and effect' toys. They know if they press the button then a character will pop up or the toy will make a sound. However, children are sometimes restricted to playing in the small outdoor playground and not allowed to access the well-resourced vast grassed area. This does not fully promote children's all round development, including their ability to explore, investigate and test their large physical skills further. This slightly limits opportunities for those children, especially the youngest who are more active learners, to make the best possible progress.

Children are well prepared for their next stage in learning, including school. Staff liaise with one another when children move rooms, which helps key persons gain valuable information about their new children. Staff have established positive relationships with the host school and children meet their new teacher both in school and the pre-school. Staff take time to find out and learn the schemes children will be using and plan to implement these into their practice, such as 'Jolly phonics'. Children visit the school for story time and exercise sessions in the school hall, where children change into their sports kits. Staff encourage children to put on their own shoes and coats and to recognise their names. All these activities help children become familiar with their new environment and this eases their move to school.

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

Children are happy and settled in the pre-school and form secure attachments with the adults caring for them. The key person system is effective and, with the information gained from parents before children start, this means adults are able to meet children's individual needs well. Therefore, children explore the environment around them, knowing they can seek out their special adult for reassurance if needed. Staff respond to children's needs well and this helps children feel valued and encourages their self-confidence. Children's behaviour is exemplary. Staff use positive methods to encourage good behaviour. For example, they talk to children about using 'kind hands' when they wish to take a toy from another child and help them find another toy to use. When children bang a toy, staff suggest they find a drum to bang so the toy does not break. Staff are excellent role models and treat one another and the children with respect. They have all recently attended behaviour management training and consistently implement positive methods to manage children's behaviour. Consequently, children learn how to care for their environment and play nicely with their friends. Children learn how to behave in safe ways as staff gently remind them how to play and use tools safely. For example, when playing on the pirate ship staff remind children how to climb on and off safely and how to use scissors carefully when cutting. This enables children to take managed risks in a safe environment.

Children develop a positive attitude towards fresh air and exercise. They are able to access the outdoor playground throughout the day, although access to the well-resourced grass area is restricted at times. Nonetheless, children enjoy using the ride-on toys and

negotiate space well. They use hoops and enjoy drawing on the large chalk board, which helps develop their large muscles. When available, children develop climbing and balancing skills as they use the pirate ship on the grassed area. They enjoy making pies in the 'mud kitchen', using their senses to explore natural textures. Staff provide healthy snacks for children and offer parents suggestions for suitable packed lunches. Children enjoy their snacks, which include fruit and pancakes. They learn to make healthy choices, which promotes their well-being. Children learn to manage their own personal needs and independently go to the toilet and wash their hands. All these activities help children gain the necessary skills and attitudes for their future learning.

Staff support children with special educational needs and those who speak English as an additional language well. Staff work closely with outside agencies and implement individual plans to promote areas of learning where children may need extra help. They review these plans regularly, monitor children's progress and share information with parents. Staff take time to find out about children's home languages and backgrounds and, if needed, gain special words that children are familiar with to help them settle and make their needs known. Staff monitor children's language development in English and use carefully chosen methods if required to help children communicate and develop their language skills. The pre-school has a wide range of resources that children are able to choose from and they are able to move toys around the room to extend their own play and learning. There are toys and resources that reflect the lives of others and activities that help children learn about other cultures and beliefs. However, staff have recognised that there are fewer displays that reflect the backgrounds of the children attending, including examples of their home languages, to promote their positive sense of self further.

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

The manager and staff have a comprehensive knowledge and understanding of the safeguarding and welfare requirements. There are robust recruitment procedures in place and all staff undergo rigorous vetting checks to assess their suitability to work with children. There are also arrangements in place to assess ongoing suitability of staff, to promote children's welfare further. The manager and staff have a thorough knowledge of child protection issues and the signs that a child may be at risk from harm. They all know the procedures to follow in the event of concerns about a child, as well as if they have concerns about a colleague. This promotes children's welfare effectively. The manager and staff carry out risk assessments of the premises and outdoors, as well as safety checks each day, to identify and minimise risks to children. This helps staff provide a safe environment for children to play and explore.

The manager is very aware of her responsibilities in delivering the learning and development requirements. She oversees staff practice and makes sure they are monitoring children's progress and delivering good quality educational programmes. The manager also oversees children's progress in all areas of learning and this enables her to identify any areas where children are not progressing as well as expected. The manager

uses this information to identify training needs in line with regular staff supervision and weekly staff meetings. She uses these meetings well to reflect on practice, discuss individual children's needs and what areas need improving. For example, staff have identified the need to improve the environment to reflect the backgrounds of the children attending.

The manager has high aspirations for the pre-school. She is motivated and supports staff well in their professional development. Staff are due to attend further communication and language training to make sure they continually improve their interactions with children to help them make the best possible progress. All staff contribute to evaluating the success of the pre-school and have identified 'teaching and learning' as the focus for improvement this year. They have implemented clear action plans to demonstrate where they intend to make improvements, such as, using the same phonic system as the main feeder school that children move onto. Staff working with the younger children have attended 'sing and sign' training to promote their communication and language skills further. All this demonstrates staff are committed to making ongoing improvements to their practice to enhance learning opportunities for children.

Partnership with parents is good. Staff gain detailed information from parents about their children when they first start and tailor settling-in processes to each family's individual needs. Parents receive good quality information about their child's ongoing progress and are encouraged to continue learning at home. This promotes a consistent approach to children's learning and development. Parents receive good quality information about the activities their children participate in and any events the pre-school is planning through notices, newsletters and a website. Written comments from parents express their satisfaction with the pre-school, stating, 'Staff are approachable and friendly,' and that they 'give detailed and accurate' feedback about their children's progress. Parents also comment how well staff prepare children for their move to school.

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
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	109082
Local authority	Swindon
Inspection number	909587
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	43
Number of children on roll	55
Name of provider	Nythe Pre School Committee
Date of previous inspection	16/04/2012
Telephone number	01793 642424

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Type of provision

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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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