

Southam Primary Pre School

Southam Primary School, St. James Road, SOUTHAM, Warwickshire, CV47 0QB

Inspection date

Previous inspection date

09/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely enthusiastic and eager to participate in pre-school activities. This is because the staff provide rich and imaginative experiences based on comprehensive observations and assessments of children and a detailed knowledge of what children know and can do. As a result, children make exceptional progress in their learning.
- Children experience good continuity of care, learning and development because practitioners engage readily with parents and carers. Home visits enable parents to contribute to initial assessments of children's starting points and ensure that practitioners know how to plan for children's smooth transition into the nursery.
- Staff give the highest priority to ensure that all children are safeguarded. They are fully aware of their individual responsibilities to protect children from harm.
- Frequent and in-depth staff supervision and monitoring ensures consistently high levels of practice throughout the nursery. Managers delegate well, enabling and encouraging staff to use their talents and interests well, which all helps to make the nursery vibrant and purposeful.

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 activities throughout the pre-school in both indoor and outdoor spaces and spoke with children.
- The inspector spoke with the manager and staff at appropriate times throughout the day and carried out a joint observation with the manager.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

Inspector

Jennifer Turner

Full Report

Information about the setting

Southam Primary Pre School was first registered in 1992 and registered in 2013 on the Early Years Register. It is situated in a classroom in the Southam Primary school premises in the Southham area of Warwickshire and is managed by a board of directors. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Three of whom hold appropriate early years qualifications at level 3. There are currently 24 children attending who are in the early years age group. Children are able to attend a variety of sessions. The pre-school opens Monday to Friday term time only with the exception of Wednesdays when the sessions are 8.45am until 11.45am. Sessions are from 8.45am until 11.45am with a lunch club from 11.45am until 12.45pm and the afternoon sessions 12.50am until 3.20pm. The pre-school provides funded early education three-and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives support from the early years development team.

What the setting needs to do to improve further

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

- continue to develop the outside area to provide an environment rich in visual stimulation so children can make connections and improve their grasp of language, such as by using print and signage to show them the uses of print in various contexts.

Inspection judgements

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

The exceptional educational programme in this outstanding pre-school covers all areas of learning and has a strong focus on the prime areas. Children are very motivated to learn in this high quality pre-school. Staff possess an excellent knowledge of the learning and development requirements and a clear understanding of how children learn through play. Children's rapid progress towards the early learning goals is supported through the exciting, stimulating indoor and outdoor environment. Children are actively involved in the exciting atmosphere because they are keen, active learners who are fully supported in exploring and expanding their play. Children mixing water and sand are asked what has happened now and how does it feel. This makes them think about what they can feel on

their hands. Staff give children the time to answer and let them think without rushing them. Staff offer encouragement and praise, linking adding water to the sand like being at the beach, asking them questions to check prior learning before extending it. Children are able to access extra resources, for example, they add shells to the sand and water to make it more like a beach and then play a game of hiding them and trying to find them.

Children show high levels of confidence and independence as they choose from a wide variety of interesting activities and resources. They display high levels of concentration and interest as they design and describe the pictures and drawings they have created. They choose their own materials and tools to use from the easily accessible vast selection. For example, children enthusiastically delve into the drawers and shelves, selecting their chosen coloured pens and pencils to draw. They are sensitively supported by highly skilled staff who actively encourage children to talk about what they have done and how they did it, as they create a range of buildings with wooden blocks. This gives children a sense of pride in their achievements as they design houses for the three bears following a popular story. Staff help children develop their mathematical skills as they count the number of beds for the bears by asking, 'how many covers do you need for the bears and how many bears do you have? Staff ask 'Do you have enough covers and shall we count them? Let's count, and when you get to four stop'. This excellent interaction helps children to develop their critical thinking skills. In addition, children explore two and three dimensional objects as they find out what happens when certain metals come into contact with others, such as magnets.

All children are making excellent progress in all areas of learning and their skills in communication is highly prioritised by staff, resulting in exceptional levels of learning and language development. Staff are always on hand to answer children's array of questions, using simple, but full answers which children can understand and relate to. For example, they encourage children to explore rhyming words as they think of a rhyme for each other's name. They provide regular opportunities for learning new songs, sharing stories, learning letter sounds and for children to freely access the wide variety of reading materials. They have devised a selection of story props to bring stories alive for children to keep their interests. Imaginative role play is particularly popular with the children and is used to support children's understanding of the world. Children thoroughly enjoy exploring the role play area where they devise imagined scenarios. Access to proper hospital, doctors and nurses resources encourages children's imaginative thinking and provides for much more realistic environment. The role play area is transformed into a hospital and children use resources, such as, real stethoscopes, bandages and syringes. Children pretend to be unwell, needing medicines for symptoms, such as, tummy aches, headaches and talk about going to the chemist for prescriptions. They use the computer to find out about how the body is made up and to show the structure of the skeleton. Children's personal, social and emotional development is outstanding and they learn to be independent as staff encourage them to make their own decisions about their play. They help themselves to water from the water butts in the garden to add to the sand or make trailing water marks using the watering cans.

Staff ensure that children regularly participate in activities that will help them achieve the skills they need to move onto their next stage in their learning; these include learning phonics, pencil control and emerging writing. In addition, children are very well-prepared

for school as they join the reception class in outdoor play in the shared playground. Children's assessments are clear, precise and sharply focused. Key persons invite and include contributions from all those involved in each child's learning, especially their parents. Assessments are based on the key person's detailed knowledge of the children and their families and a very effective system for tracking and evaluating children's learning and progress is implemented. As a result, children are provided with vibrant and exciting tailored experiences and challenges. This leads to children making excellent progress in relation to their starting points. The very effective assessment methods ensure that any children who are, or could possibly fall, below their expected levels of development are identified and supported quickly.

The very detailed monitoring makes sure that children receive targeted support and appropriate intervention to rapidly close any gaps in their learning, including those with special educational needs and/or disabilities and those who speak English as an additional language. The assessing of children's starting points and monitoring of their ongoing progress is a shared process. Parents are fully involved in sharing information when children first start and in extending their learning at home, with information gained at the home visits. Information is regularly shared with parents about what their children have been doing and parents are fully included in making plans for children's next steps in their learning. Parents join in stay and play sessions with their children so they can be supported with ideas on how to help children in their creative development. Children have the choice and freedom to choose to play indoors and in the well-equipped outdoor play area. They enjoy physical activities as they develop their coordination skills as they ride bikes around cones and crates. A recent focus at the pre-school has been the initiatives to raise the profile of physical development. Some successful innovations include the weekly physical sessions enjoyed by children, which is an interactive movement session with music. Children enthusiastically follow staff as they dance the waltz, the can-can and dance to pop music or throw balls over their heads, between their feet or roll them across the hall. There are excellent opportunities for children to choose resources for the indoor and the outdoor area, extending their play and making independent choices for themselves. This results in children consistently demonstrating the characteristics of very effective learners.

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

Children display their confidence and enjoyment as they thrive in this vibrant pre-school. They have formed very close bonds and attachments with staff and especially their key person. This is due to the highly skilled staff who have a detailed understanding of the individual needs of each of the children in their care. Key persons provide a nurturing approach, which reassures children and parents when they first start. This enables children to settle quickly and gain confidence as they eagerly explore and investigate. The implementation of very effective procedures and skilled staff ensure that children are extremely well-prepared for the next steps in their learning. Prior to starting at the pre-school, parents and children visit and during the home visits they meet their allocated key person. This meeting is used effectively to find out all about the children and to begin to build positive relationships with the children and their families.

Carefully planned activities are specifically designed to ensure that all children are ready for school. Children's skills and abilities are polished in readiness for the expectations of full-time education; for example, children show excellent self-help skills, such as, toileting, dressing and attending to their own personal needs. They display excellent behaviour and good attitudes to learning; their levels of independence and confidence are extremely high. Staff effectively support children's move onto their next setting. They invite teachers to visit children in the pre-school and children regularly play with children from the reception class. This enables children to have the knowledge and understanding to support their feelings of security as they move on to their new settings or the host school. Children show a very good awareness of their personal safety. For example, they are taught how to use all equipment safely.

Children's behaviour is excellent; they take turns and negotiate with each other, for example, when riding bikes outdoor or wait patiently to use the computer. Children show an excellent understanding about good hygiene procedures. After playing outdoors, children discuss washing their hands. They chatter about the effect of germs making them unwell and show they know that hands need to be clean before they eat anything. Children enjoy a variety of nutritious and healthy snacks and know they can help themselves to water throughout the day. All individual dietary needs are known by all staff and robust procedures are in place to ensure that children are provided with snacks and ingredients that meet their individual requirements. In addition, staff keep them safe from any allergic reactions because they have completed courses on supporting children with asthma and other allergies. Children learn about the need for healthy food and fresh air and the effects of exercise on their bodies as they feel their heart beat after physical exercise or use the stethoscope to listen to their heart beating. Resources are of exceptional quality and constantly updated. Very spacious, well-planned areas provide children with far reaching opportunities in respect of the play experiences. The imaginatively designed outdoor premises provide a variety of experiences as children build with crates, drain pipes and bricks. Excellent professional partnerships between all adults and professionals in the children's lives, greatly promotes children's well-being. This results in children being confident and capable of embracing new challenges in their life.

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

Extremely robust procedures, risk assessments and vigilance protect children. The safeguarding of children is given high priority. Every member of staff has received training on how to safeguard children and they have a detailed knowledge of their responsibilities and the procedures to follow should they have a concern about a child. All staff are clear about their fundamental role to protect children and they take swift action to minimise any potential hazards ensuring children are safe in the pre-school. Highly robust procedures are in place for employing staff and checking their suitability to work with children. All staff have their previous employment history and references checked thoroughly. Staff are regularly observed by the manager to ensure their practice is of high quality at all times and together they support each other through peer observations. This enables the whole team to identify the strengths and weaknesses of each other's practice. Regular reviews of staff practice, professional development, training and targets for improved performance

ensure that managers very effectively monitor staffs continued suitability. This includes assigning specialisms for the curriculum, such as, physical development, understanding the world and mathematics.

The pre-school excels in providing support for children who have special educational needs and/or disabilities as staff are skilled in working with outside agencies. Regular meetings and an active partnership in the cluster meetings ensure that staff are well informed in respect of children's individual needs. This enables staff to put in place very accurate support plans, ensuring that children's needs are quickly identified and especially well-met. The very efficient monitoring of the pre-school's outstanding implementation of the learning and development requirements is constant and consistent. Careful assessment of the depth and breadth of the educational programmes ensure that staff deliver learning exceptionally well. Activities are carefully planned to extend and challenge children; this is achieved through staffs' good understanding of children's individual interests and aptitudes. The self-evaluation of the pre-school's practice is continuing to extend and all parties are involved, including children and their parents. There are frequent social opportunities that encourage parents to become involved in the running of the pre-school as they are invited on the committee or to attend visits to the local fire station with their children. As a result, parents feel wholly included in decision making and know that their opinions count when plans are formulated in respect of any changes in the pre-school. The pre-school recognises the value of developing strong links with local schools, and other settings so provides support for children who transfer to school. The pre-school provides stay and play sessions for children and their parents and regularly shares aspects of its excellent practice with other early years settings, during cluster group meetings.

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	EY462628
Local authority	Warwickshire
Inspection number	913350
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	24
Name of provider	Southam Primary Pre-School LTD
Date of previous inspection	not applicable
Telephone number	01926 811 022

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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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