

Wingrave Pre School

Wingrave C of E Combined School, Winslow Road, Wingrave, AYLESBURY, Buckinghamshire, HP22 4QG

Inspection date

14/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy ample opportunities to develop their physical skills as they climb, balance and slide on a wide range of equipment.
- All children make good progress because of the timely interventions of staff to support their individual needs.
- Children develop independent skills through serving themselves at snack time and dressing themselves before playing outside.
- The pre-school has a supportive programme of staff supervision, which creates a stable and happy staff team who provide children with continuity.

It is not yet outstanding because

- There are fewer activities to promote children's mathematical learning in the garden such as, rich opportunities for counting and number recognition.
- There are fewer opportunities for children to develop early writing skills in the garden area and as part of their free play.

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 staff and children engaged in learning activities inside and in the garden.
- The inspector spoke with children, staff, parents and the committee chairperson.
- The inspector looked at documentation, such as, children's development records, safeguarding procedures and self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Hayley Marshall

Full Report

Information about the setting

Wingrave Pre-School was registered in 2011 but has been operating in the village of Wingrave, Buckinghamshire for over 40 years. It is managed by a committee and independently operates from premises adjoining Wingrave Church of England Combined School. It serves children from the village and surrounding areas. Children have use of a cloakroom, large playroom, several toilets and a fully enclosed all weather outdoor area. There is also an office, kitchen and accessible toilet. It is open from 9am to 12pm from Monday to Friday during term times only, with an afternoon session available on Tuesday, Wednesdays and Thursdays from 12pm to 3pm. The pre-school offers a lunch club between 12pm and 1pm each day. The pre-school is registered on the Early Years Register to care for children in the early years age range. There are currently 32 children on roll cared for by 10 staff. The manager has a degree and holds Early Years Professional Status. The deputy has Qualified Teacher Status. Two staff hold a relevant qualification at level 3 and five staff have a relevant qualification at level 2.

What the setting needs to do to improve further

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

- further increase children's learning of numbers and counting by providing greater opportunities for this when playing in the garden
- provide a broad range of exciting activities to stimulate children's early interest in writing during their free play.

Inspection judgements

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

Children enjoy learning through a wide range of activities, which staff plan to meet their needs. Staff engage children in activities, which help them to understand letter formation as they draw around letters and write their names on their work. There are fewer opportunities for children to develop this interest in early writing in their free play, for example when playing in the garden or in role-play activities. Children begin to recognise familiar words as staff provide an environment that is rich in text. Children find their names at snack time and when hanging their coats up, promoting their understanding of the way their name reads and that print carries meaning. Staff read to children, further increasing their interest in written words. They delight in sharing stories and recognising familiar characters.

Children have ample opportunities to develop their physical skills at the pre-school. In the garden, they explore a wide range of activities that encourage them to balance, slide and climb. Children become skilful in building with large wooden blocks. They make towers and reorganise their structures to make them safe. Children enjoy moving media around the garden as they mix sand and water and enjoy the experience of pushing cars through the mixture. Children develop their smaller muscles as they use tools, such as paint brushes and scissors. Children use magnetic construction sets to create and enjoy the sensation of feeling the magnets pull together or push apart.

Children enjoy counting in rhymes and songs and staff count pieces of fruit at snack time to increase children's awareness of mathematics. However, in the garden, displays of numbers are incomplete and there are few opportunities for children to explore shape, size and measure or recognise numerals. This slightly reduces opportunities for children who prefer to learn outside to develop their mathematical skills fully.

Children have definite ideas about their play and discuss their ideas with staff and each other. Children lead their play and choose how they wish to learn. They find the resources they want and use them to create imaginative games. Children develop positive attitudes towards their learning as they are keen to try new things. These good dispositions equip children well with the skills they need in preparation for school.

Staff undertake regular observations, which help them to identify children's next steps in learning. The accurate tracking of children's progress helps to identify when children do not progress as staff expect. When staff identify that children need extra support, they take swift action to address this. For example, children have the support of a one-to-one worker to help them to experience the pre-school routine in a way that is safe for themselves and others. Individual education plans identify small steps, which children achieve. This enables staff to monitor all children's progress relevant to their starting points. The pre-school shares children's learning through regular discussion and using notice boards. Parents share more in-depth discussions with staff at parent consultations. The pre-school is introducing further methods to engage parents. Information cards tell parents about children's successes and interests, and encourage parents to share their views. This helps children to experience continuity, as parents are able to support their learning at home. The pre-school also engages discussion with other providers children attend about their progress. Working together, the pre-school complements children's prior learning helping them to make good progress.

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

Children settle well at the pre-school because staff gather information from parents prior to their children starting. This helps staff to identify children's starting points and to know how to support them. All children are assigned a key person who finds out about children's needs and carries out regular observations to identify their next steps in learning. Staff plan activities to engage children when they first arrive each day, ensuring they separate from parents confidently.

Staff help children to play safely together by explaining to them expectations for behaviour. Staff intervene to help divert children's boisterous play and talk to them about the feelings of others and the implications of their actions. Consequently, children play together well and behave well.

Staff encourage children to take manageable risks for themselves. Staff stand close by, but encourage children to test out what they can do by climbing the steps of the climbing frame by themselves. Children take pride in their ability to do this as they can observe the garden from a new height. They are cautious when using the slide and sit down, holding on to the side for support demonstrating their awareness of safety.

Children become independent at the pre-school as they carry out tasks themselves. At snack time, they spoon pieces of fruit into their bowl and pour themselves drinks. Before playing outside, children find their coats, pull these on attempting to pull up zips and do up buttons. Children chose whether to play inside or outside. The majority of children decide to play outside for the majority of time. This helps them to have fresh air and enjoy active play as part of their usual routine. Children meet their own personal needs by using the toilet and washing their hands before eating, helping to reduce the spread of infection.

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

The inspection was conducted after the pre-school notified Ofsted of an accident that occurred at the pre-school, as they are legally required to do. A child sustained a broken wrist while playing in the garden. The inspection found that the pre-school is meeting all legal requirements. There was no contributing factors, which might have caused the accident or action which could have prevented it. Staff supervision is good and well organised to meet the needs of children. The pre-school undertakes regular risk assessments of all of the areas where children play. Extra risk assessments are carried out when changes occur within the environment. The outdoor area where children play is safe and secure. There are effective policies and procedures in place to help maintain children's safety. Staff are aware of the signs and symptoms that might cause them concern about children's welfare and they know the appropriate action to take if they have a concern. There are secure measures in place for the induction of new staff. This ensures that the pre-school undertakes all required checks to confirm the suitability of staff to work with children.

Supervision of staff helps to ensure that they undertake continual professional development. Staff training helps to ensure that staff know their roles and are able to use their knowledge and skills to support children. Regular meetings help staff to share any concerns and discuss their work. There is a clear line of responsibility, which means staff appraisals are effective in helping to create a stable and happy staff team. Low staff turnover and high morale helps children to experience consistent care.

There is strong leadership at the pre-school. The parent committee is highly organised and

proactive in steering the buoyancy of the pre-school. Their dedication ensures that the pre-school runs smoothly and self-evaluation targets weaker areas effectively. The manager uses her very good knowledge to put into place programmes to tackle weaker areas. For example, the pre-school trial projects to support two-year-olds and further engage boys. The pre-school knows itself well because it uses parent questionnaires and children's feedback to evaluate the quality of care it provides. Therefore, it demonstrates a good capacity to maintain ongoing improvement in quality for children in the future.

The staff complete the progress check for children aged two years. This summarises staff observations over a period of time. Parents work with the pre-school staff to decide the best time to complete this and welcome the information. The staff complete a progress record for children, which tracks their good development. Close working with parents and other providers ensure that these are reflective of what children can do. The staff work closely with the local school where children will attend. By attending regular celebrations and activities in the school, children become familiar with the building and teaching staff. Children attend the school with staff more frequently as they prepare for moving into formal education. This prepares them well for the move. Parents feel that staff are friendly and approachable and children benefit from the close working with the school.

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	EY422851
Local authority	Buckinghamshire
Inspection number	900527
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	32
Name of provider	Wingrave Pre School Committee
Date of previous inspection	not applicable
Telephone number	01296 682217

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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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