

Woolston Community Pre-School

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The Woolston Centre, Church Road, Southampton, Hampshire, SO19 9FU

Inspection date	17/10/2013
Previous inspection date	15/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 happy and settled because of the caring and secure relationship they have with staff who respond to their needs well.
- Staff support children's developing communication and language skills well through lots of discussions and explanations.
- Management is effective in leading and supporting the staff team to improve outcomes for children.
- Partnerships with parents and early years professionals are good. This helps to ensure that children are given good levels of support to meet their individual needs and that parents are fully informed.

It is not yet outstanding because

- Staff do not maximise opportunities for children to see and use numbers in outdoor play.
- While parentships with parents are good, staff do not work with them as well as possible to extend children's learning and development at home.

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 the staff interacting and playing with the children in the indoor and outdoor environment.
- The inspector had discussions with staff and management which focused on safeguarding children.
- The inspector sampled a range of policies and procedures, including risk assessment, incident and accident records and observed staff deployment at departure times.
- The inspector spoke to parents as they arrived to collect their children after the morning session.

Inspector

Janet Thouless

Full Report

Information about the setting

Woolston Community Pre-School 1 is one of two sessional pre-schools run by the same voluntary management committee. It registered in 1975 and operates from a refurbished nursery block in a community building in the Woolston area of Southampton. There is a fully enclosed outside area used by all children. Children attend a variety of sessions and live in the local and surrounding areas.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll in the early years age range. The pre-school is open throughout the week, except for Monday mornings, from 9am to 12 noon and from 12.30pm to 3.30pm during school term time. There is also an optional lunch club. The pre-school currently supports children with learning difficulties and/or disabilities and children learning English as an additional language. There are seven members of staff, of whom one holds a relevant Foundation Degree in early years and five hold early years qualifications to level 2 and 3.

What the setting needs to do to improve further

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

- consider ways to teach children about numbers in outdoor play.

- improve the ways information is shared with parents on how they can support their children's individual learning and development at home.

Inspection judgements

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

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage.. They provide a good range of interesting and challenging experiences which contribute to children making good progress. Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of the children's individual abilities in all areas of learning. Staff give a high priority to encouraging parents to play an active part in their children's learning while they are in the pre-school. For example, staff carry out home visits to observe and seek from parents children's starting points. Parents are able to read children's developmental records. They comment that they enjoy discussing their children's progress with key persons. Parents are able to read what activities have taken

place each day and receive informative newsletters on the curriculum. However, parents do not receive information on how they can support their own children's individual learning at home. Staff use a summary form to record details for the required progress check for two-year-old children. Staff complete this in partnership with parents and it provides a clear record of their children's progress.

There is a very strong emphasis on developing children's communication and language skills. Good staff interaction and skilful questioning extends children's learning and encourages thinking skills. Staff sit, listen and comment on what children are doing. They ask questions such as 'Oh I see you have a paintbrush' and 'what are you doing'. This encourages children to think about and share what they are doing. Staff repeat what children say to model the correct use of language. Children who speak English as an additional language are particularly well supported in the pre-school, as children see and hear their home language in their play. For example, in pictures and labels and the good range of toys and resources. In addition, bilingual support staff are used effectively to communicate with children and their families and share teaching techniques with staff.

Staff offer good support in children's chosen activities and encourage children through the arrangement of the toys and resources indoors and outdoors to become active and independent learners. For example, staff encourage children when they decide to load toys and objects onto a trolley and then transport it around the garden. Staff talk to children about how light, heavy, small or large their objects are introducing mathematical language as children play. However, children are not fully supported in recognising or identifying numerals such as number lines as they play outside. Children take part in singing activities, which include nursery rhymes in different languages. This develops creative skills and relationships as children sing together. Children enjoy looking at and being read favourite story books. Staff enable them to sit in a comfy book area listening intently and join in with familiar parts of the storyline. Staff provide children with a range of drawing and writing tools and materials, which are used well by all children. Older children know to write their name on creative work and younger children scribe in pretend play. This develops children's early literacy skills. Staff encourage children to 'have a go', such as when slicing vegetables while making soup or putting on coats, shoes or boots in preparation for outdoor play. This encourages and supports their independence and gives them a positive attitude to learning. As a result, all children progress well in this nurturing pre-school environment and are ready for the next stage in their learning or their move to school.

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

Children settle well in this welcoming pre-school because staff are genuinely pleased to see them and greet them warmly on arrival. Staff teach children to hang up their coats, place their bags on shelving and self register their arrival. Consequently, children confidently leave their parents and carers and settle quickly to their chosen activity, chatting happily to their friends. This supports their personal, social and emotional development. Children are allocated a key person, who is responsible for supporting each child's well-being and learning. These key persons develop and maintain strong

relationships with children and parents, developing emotional security for the children.

The pre-school is well resourced and provides a rich learning environment both inside and out. Children new to the pre-school happily explore, knowing that staff are close by to offer support and guidance. Staff act as good role models and are deployed effectively to support the children's individual needs. Children are developing the complex skills of sharing and working together. They are encouraged to express their feelings, to use good manners and show consideration to others. For example, taking turns in using bikes and trucks in outdoor play. Those children identified as displaying challenging behaviour receive clear guidance and explanations from an experienced staff members.

Children are taught about a healthy lifestyle through the promotion of healthy eating, provision for outdoor play and physical exercise. Staff provide a range of healthy snacks. During cookery activities, children are able to prepare homemade soup and practice skills in cutting and slicing vegetables. They then enjoy eating this together at snack time. In addition, children enjoy a wide range of fruit, crackers and cheese. Children enjoy free flow play and staff let them choose when they would like to play outside throughout the session. They manoeuvre trucks around an obstacle course, giggle as they practice skills in the use of hoola hoops and observe the movement of water as boats float down water pipes. They investigate fallen conkers and fir cones and staff seize this opportunity to extend learning by discuss why this happens developing children knowledge of nature.

Staff introduce topics such as 'safety' so children develop an understanding of keeping themselves and others safe. Staff have created play areas so children can act out different scenarios that relate to safety. These include books, puzzles fire trucks and dressing up costumes on fire safety. A fire drill takes place to support children further and staff discuss the importance of listening to and following instruction when evacuating the premises. This allows children to develop their understanding of fire safety and people who help us such as fire fighters.

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

The management and staff team have a good knowledge of the educational programmes. Consistent monitoring helps staff to ensure that children experience a broad and balanced range of experiences. In turn, this helps them make good progress towards the early learning goals. Assessments are consistent and precise and are evaluated regularly. Staff carefully monitor children's progress to help ensure that those children who may need extra support are quickly identified. All children's needs are exceedingly well met because the pre-school has highly effective partnerships with external agencies offering excellent support to children. Management and staff undertake regular training to develop their knowledge and skills and use this to benefit children's learning and development. The pre-school demonstrates a good capacity to drive improvement in the outcomes for children. They effectively use self-evaluation to identify and develop strategies to aid improvement and work in close partnership with the local authority to develop their practice.

Management have a secure understanding of safeguarding. For example, there are robust policies and procedures in place for safeguarding, recruitment and risk assessments. Staff have completed safeguarding training and have a comprehensive knowledge of what to do and who to contact if there are any safeguarding concerns. In addition, integrated assessments take place to help further safeguard children, as appropriate. The risk assessments and daily checks on the environment help staff support children's safety and therefore allow them to play safely indoors and outside. All required records such as incident and accidents are in place as required. The inspection took place following notification to Ofsted by the provider of a child leaving the premises. The inspector found that the child managed to leave the premises but not the grounds. The management thoroughly risk assessed this incident and made significant changes to collection procedures. There are additional staff that supervise the door at drop off and collection times. In addition parents and carers are now asked to stand outside and are called in one by one to collect their children. These additional security measures were observed to work well in practice. The provider is now fully meeting welfare requirements.

Staff have established highly effective partnerships with parents. They are warmly welcomed into the pre-school on arrival and positively encouraged to be actively involved in their children's learning. Parents are provided with a comprehensive range of information regarding policies and procedures and pre-school events. To ensure all parents are fully informed. Information shared is translated into a range of languages so all parents remain fully involved. Parents are very complimentary about the pre-school and the service it provides. They comment that staff are caring, friendly and very approachable. Parents say their children are happy and enjoy their time at pre-school. Staff have established good partnerships with other early year's provision and schools, involved in children's current and future care. Therefore, supporting a partnership approach to children's all round development.

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	131577
Local authority	Southampton
Inspection number	939334
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	52
Name of provider	Woolston Community Pre-School I & II Committee
Date of previous inspection	15/04/2013
Telephone number	023 8044 4414

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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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