

Oliver's Battery Pre-School

Oliver's Battery Primary School, Austen Avenue, Winchester, Hampshire, SO22 4HP

Inspection date

05/11/2013

Previous inspection date

10/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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	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 make excellent progress with their learning as a result of thorough and accurate ongoing assessment of their learning needs.
- Staff treat children with respect and act as good role models. Consequently, children have positive relationships with others and behave well.
- Staff are very kind and caring and work hard to enable all children to have positive learning experiences.
- Staff provide children with healthy food and regular daily opportunities for exercise and fresh air. This successfully promotes children's understanding of a healthy lifestyle.

It is not yet outstanding because

- The provider is a committee, with the majority of members new in post, and their knowledge and understanding of the requirements and best practice is not fully developed to a high level.
- Children have an area to sit and relax but this does not provide children with the comfort to sleep, should they wish.

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 children's activities both indoors and outside.
- The inspector talked to committee members, staff and children.
- The inspector sampled documentation, including children's records, policies and procedures.
- The inspector read the pre-school's self-evaluation record and took into account feedback from parents, gained through discussion and on questionnaires.

Inspector

Cathy Hill

Full report

Information about the setting

Oliver's Battery Pre-School registered in 1999 and operates from one main room in a log cabin in the grounds of Oliver's Battery Primary School, in Winchester, Hampshire. The pre-school is open from 9am to 3.15pm, Monday, Tuesday & Wednesday and from 9am to 12:30pm on Thursday and Friday. Parents can drop their child off at either 9am, 12 noon or 12.30pm and can collect their child at 11.30am, 12 noon, 12.30pm, 2pm or 3.15pm in agreement with the pre-school. All children share access to a secure outdoor play area. There are currently 18 children aged from two to under five years on roll. The pre-school receive funding for the provision of free early education for children aged, three and four years. Children primarily come from the local area. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications. The manager holds Early Years Professional Status and is also a qualified teacher. Her deputy is qualified to level 3 and other staff to level 2. Continuing professional development is ongoing.

What the setting needs to do to improve further

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

- improve the committee's understanding of their role and responsibilities to a level of excellence so they are able to provide high levels of support to pre-school staff
- consider ways to enhance the area used for children to relax to make it more comfortable, should they wish to sleep.

Inspection judgements

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

Children are very happy and make excellent progress with their learning and development. Parents share both written and verbal information about their child's starting abilities with their child's key person. This information is then used to plan a wide variety of interesting activities to enable children to make continuous progress. Activities are linked to different topics and children's interests. For example, this term's topics include family, autumn, Diwali and Christmas. Plans are on display for parents and clearly show the learning target of activities and the different areas of learning covered. The pre-school has a lending library so children can choose a book to take home to share with their parents. This involves parents with their child's learning. Parents also send in photographs of children's achievements at home and these are celebrated in pre-school and the information included in children's learning records. Staff maintain comprehensively detailed development records for each child with observations and assessments of learning. They

continuously track children's progress in all learning areas so that any gaps in achievement are quickly identified and can be addressed. Staff also complete the required written progress check on children who are two-years-old. Parents can speak to their child's key person and see their child's learning records at any time. The pre-school also arranges more formal parents' evenings where parents can discuss their child's next steps in learning and add their comments to learning records. Parents confirm they feel 'absolutely involved' with what their child is doing and that they receive lots of feedback from staff. They also state that the pre-school provides 'an excellent environment to develop and learn new skills'.

Children have a fantastic time as they learn through play activities of their choice. Staff know the children exceptionally well. They effectively use open-ended questions as children play to make children think and to further progress their communication skills. Children with special educational needs are fully supported and staff adapt their approach, as necessary, to support children to make maximum progress. Children are very confident and eager to share their knowledge. They concentrate well as they skilfully use the mouse pad to change the backdrop on a computer programme. They point out the different features on a mouse on screen, such as glasses and a hat, before naming the different backdrops they click on, such as an island and under water scene. Children show clear recall as they order their thoughts well before talking about their trip to the zoo, where they saw a cheetah and zebra. Children eagerly explore their environment and show independence as they confidently move from one activity to another. Staff are alert to children's changing needs and understand when to step in to help further learning. They recognise children learn best when they are happy and interested. For example, staff notice a child absorbed in joining the train track pieces together. They give the child time for independent exploration and then subtly get down to the child's level and talk to the child about where their train is going. This gentle conversation helps develop children's communication skills. Staff also verbalise children's actions as they move the train to help children develop their vocabulary. Children show an understanding of how things work as they move the points so the train can be pushed in a different direction. They take care in standing a figure in the train and immerse themselves in imaginary play taking the train on a journey.

Staff plan fun activities which engage children's interest. For example, children gather together and listen intently as staff describe objects hidden from their view in a box. Staff tell children she has an animal which is striped, orange, has four legs, makes a big growl and whose name begins with the letter sound 't'. Children think and then enthusiastically raise their hands to correctly identify the animal as a tiger. They demonstrate their knowledge of the natural world and of letter sounds as they then identify other animals from the clues given. Staff foster children's interest in literacy as they share books with them. They help children develop their numeracy skills as they encourage them to count, for example, how many are sitting at the table at snack time. Children's physical development is continuously reinforced. They expertly ride around on tandem tricycles outside and use a variety of tools, such as spades, chalks and glue sticks, when playing in the sand and engaged in craft activities. Children are able to experience a wealth of activities covering all areas of learning. For example, they have learnt about electricity and how to make a light bulb work, about nature through pond dipping on a local outing and

about different people's jobs through visiting the cook at the adjoining school.

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

Staff recognise the importance of working with parents/carers to help children settle successfully into pre-school life. Settling-in sessions are dependent on children's individual needs and home visits are offered so children can get to know their new carers in a familiar environment. Staff treat children with great kindness and children have good relationships with their key person and other staff. Children follow the positive role model set by staff and show care and consideration for others. Staff organise the pre-school environment well to provide children with independent access to a wide variety of resources which will support them in developing their skills, in readiness for their move to mainstream school. Maximum use is made of space to create a stimulating learning environment, rich in print and colour. Resource boxes are clearly labelled and educational posters and children's artwork, such as their autumn tree pictures, are on display. Children play amicably together and behave well. They understand they must share and be kind to others. They put their finger to their lips and go 'shush' to remind others to be quiet when entering the main school so they do not disturb the school children at work. Children understand good manners and thank staff who they have asked to help them with their shoes.

Children are developing a good understanding of safety. The pre-school invites people from the police, fire service and school crossing patrol to talk to children about safety. Children also take part in regular fire drills, which further develops their awareness of how to keep themselves safe. They handle tools, such as scissors, carefully and take care to move safely around others as they use wheeled toys outside. Staff support children's well-being through gentle conversation and attention to their individual needs. Children can be active or rest as they wish. The book area has a small chair and round floor cushions where children can sit and relax but these do not provide the comfort for children to take a short nap should they become tired after an active morning. Children thoroughly enjoy the freedom to play outside where they have access to a variety of wheeled toys, climbing apparatus and other equipment to develop their physical skills. They understand routine hygiene practice and wash and dry their hands before eating and after using the toilet. They fetch tissues to wipe their nose and then understand to put the tissue in the bin. Children's understanding of a healthy lifestyle is further promoted by the provision of healthy snacks, such as banana, orange and breadsticks. Children confidently pour their own drinks at snack time and choose between water, milk and orange.

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

The leadership and management of the pre-school is good. The onsite manager is well qualified and experienced and staff are deployed effectively to provide children with positive learning experiences within a homely and stimulating environment. The provision is run by a committee, with the majority of members new in post. While they have a good

understanding of their role and responsibilities in meeting the requirements of the Early Years Foundation Stage framework they have not had the time to develop their knowledge to a level of excellence. The chair person has a good understanding of the requirement to recruit suitable staff and robust recruitment procedures are in place. All staff are vetted and undergo an induction procedure. Staff are all qualified and professional development is ongoing and actively supported by management. All staff have supervision and appraisal meetings where they can discuss any performance issues and the committee is kept well informed about pre-school practice through regular reports from the manager.

Staff have a secure understanding of safeguarding procedures and are confident with the procedure to follow with any concerns. They have all had safeguarding training and information is on display within the pre-school for constant reference. Staff supervise children well and carry out daily recorded safety checks of the premises. The manager has excellent systems in place to monitor the educational programmes for children. Children's development is assessed both individually and as a whole to identify areas for development. For example, it was noticed at one stage that children's development in understanding the world was not at the same level as in other areas. Staff addressed this by planning more activities to cover this area, such as promoting children's knowledge of growth through planting different produce.

Staff establish positive partnerships with parents and other agencies involved with children. Children benefit significantly from the sharing of information between their main carers as it promotes a joined-up approach to meeting their needs. The pre-school shares information with parents both verbally and in writing, for example via newsletters and information on display within the setting. Parents confirm they are very happy with the provision for their children.

The management of the pre-school have a strong motivation to continuously improve their provision to benefit all children attending. Practice is continually reviewed and an extensively detailed self-evaluation written covering all areas of operation. Following their last inspection the pre-school addressed the recommendation raised about the outdoor area by introducing more activities and resources to support children's learning. They have development plans in place for future improvement, with one of the targets being raising funds for a new building.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	110494
Local authority	Hampshire
Inspection number	937285
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	18
Name of provider	Oliver's Battery Pre-School Playgroup Committee
Date of previous inspection	10/02/2009
Telephone number	07941796958

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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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