

Walter Powell Pre-School

Walter Powell School, Dauntsey Road, Great Somerford, CHIPPENHAM, Wiltshire, SN15 5HS

Inspection date	06/11/2013
Previous inspection date	17/03/2009

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 participate in a good range of activities that are appropriate to their development and that support their progress in all areas of learning.
- The outdoor provision strongly supports children's physical development and their understanding of the natural environment around them.
- Staff make a good range of resources available to children that enable them to fully engage in playful learning activities.
- Highly supportive relationships exist between parents and staff that are beneficial to children's learning and development.

It is not yet outstanding because

- Staff do not consistently plan their teaching strategies for story times in ways that strengthen their own background knowledge of the story. Therefore, they are occasionally unable to support children's clear understanding of the story plot.
- Staff do not set up apparatus for children's physical education sessions ready for them to use. Therefore, children have to wait before they can use it and learning opportunities are reduced.

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 engaged in both indoor and outdoor activities.
- The inspector and the manager carried out and discussed a joint observation on a member of staff.
- A sample of policies, planning documentation and children's assessment records were scrutinised by the inspector.
- The inspector spoke to parents to record their views on the provision.
- The inspector held meetings with the manager of the provision.

Inspector

Heather Bridge

Full report

Information about the setting

Walter Powell Pre-school registered in 2009. It is registered on the Early Years Register and is run by a committee. The pre-school temporarily operates from the Community Room in Walter Powell Primary School, in the village of Great Somerford, near Chippenham, Wiltshire. Links exist with the primary school and this enables pre-school children to use the hall, a playground and an outdoor area. There are currently eight children attending the pre-school. The pre-school takes children from two to five years of age and receives funding to provide free early education to children aged three and four years. It is open from Wednesday to Friday during school term times between the hours of 9am and 3pm. Staff support children Ramps enable all children and adults to have equal access to the outside area and to the school playground. Two members of staff are employed and have appropriate early years qualifications. Staff are assisted by parents who volunteer during sessions. The pre-school staff are just starting to work towards the Bristol Standard quality assurance award.

What the setting needs to do to improve further

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

- plan teaching for story time in ways that strengthen staff's background knowledge of the story and focus teaching so that children gain a clear understanding of the story plot

- organise the setting out of apparatus at the start of physical education sessions in ways that prevent children from having to wait long periods of time and losing learning opportunities.

Inspection judgements

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

Staff provide all children with a stimulating and appropriate range of indoor and outdoor activities that positively support their learning and development. Well-balanced opportunities exist for children to show their initiative by choosing activities for themselves and to participate in staff-led, small-group activities where they learn with others. These experiences also enable children to interact in a larger group during whole group times. Staff make available a wide range of accessible resources that are in a good condition to support children's learning throughout the day. In particular, they make extensive use of natural resources in the outdoor area to develop children's problem-solving skills. For example, children built a hut from branches and used tree bark to form the base of a den.

On a regular basis, staff use a range of assessment methods that effectively monitor each child's progress and enable staff to provide for individual learning needs and differences. Staff record observations that accurately indicate each child's current capabilities and that staff use to plan activities that further develop learning. For example, an observation of a child using a toy mobile phone indicated his interest in numbers that staff used to plan a related activity on understanding numbers. Individual learning targets are thoughtfully set to challenge each child and to support the next steps in their learning. Staff take photographs of children at play that effectively record their progress and that are used to illustrate their 'Learning journey' progress records. Staff provide effective ways to promote parental involvement. They successfully enable parents to contribute to activities so that working links exist between home and pre-school. For example, a parent and child brought shells they had collected on the beach for the interest table. Staff keep parents informed of their child's progress. The key person, consultation meetings and children's progress records help to ensure that parents have up-to-date information, which supports the children's learning well.

Staff plan and teach many engaging play-based activities that successfully support children's learning and development in readiness for school. Personal and social development is well-fostered during circle and snack times when children share family news and gain confidence by using the 'Today I feel' chart to express emotions. Staff teach songs and use focused talking strategies from the Every Child a Talker programme. This successfully promotes children's communication and language development. For example, rich conversation is supported as children and staff watch how workmen construct their new pre-school premises. On a daily basis, children use very good indoor and outdoor facilities that enable them to develop strong physical skills. Indoors, children confidently use gym apparatus in the school hall to build their balance and coordination skills. However, staff set out gym apparatus at the start of the session, This means children have to wait and are prevented from being active immediately which means that learning opportunities in physical education are reduced.

Staff support children's literacy development well overall through the provision of a range of writing materials that promote their awareness of letters and words. A good range of fiction and non-fiction books are freely available for children to 'read' and to gain an awareness of letters and sounds. However, staff do not plan well for story time and as a result, focused teaching aimed at securing children's understanding of a story plot is insufficiently developed. Their knowledge of the story is not good enough to read it clearly and answer children's resulting questions, meaning learning opportunities are missed. Staff integrate problem-solving mathematical activities into daily routines, which result in children successfully counting, adding up, sorting, measuring and matching. Stimulating visits into the local community and exciting exploration of the natural environment provide children with rich opportunities that enable them to understand the world around them. Free access to plenty of creative materials that include boxes, elastic bands, glue, clay and paint enable children to imaginatively express their ideas. For example, after watching men use leaf blowers on the school drive, a child used cardboard rolls to represent leaf blowers and pretended to sucked up leaves around the room.

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

Staff build nurturing relationships with children by intentionally asking them for their views and opinions on pre-school provision. These discussions help children to feel secure and valued in the pre-school. The small pre-school along with generous staffing levels means that children receive individual attention that helps them settle easily and play confidently. The key person system provides consistent and close relationships between children, staff and parents that are highly supportive of each child's wellbeing. Staff implement the positive behaviour policy and act as good role models, which helps children learn to respect others and to develop positive learning attitudes.

Strong policies and related practices are in place to promote children's healthy lifestyles. Staff effectively model hand washing to children after they use the toilet, after messy play and before and after eating food. This helps to develop children's awareness of good hygiene routines and minimises the risk of cross-infection. Staff regularly clean cups, toys and surfaces with an anti-bacterial spray to keep the environment clean. Staff follow safe food standards to help ensure that food is served in hygienic conditions that help children stay well. Healthy snacks consisting of fruit, vegetables, milk and water along with packed lunches brought from home keep children well-nourished during the day. Staff responsibly support children to carry out self-care skills so that children develop independence ready for school. For example, children use the toilet with help as needed, attempt to take off and put on their shoes and socks and use umbrellas in wet weather.

Staff support children's moves to primary school well through promoting special snack times and story times that effectively introduce children to their teachers. Positive and longstanding links with the adjoining primary school mean that children are already familiar with the school building, staff and routines by the time they start.

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

The inspection was brought forward following a notification from the provider that raised concerns about how children's records are stored. An incident occurred where staff took children's progress records off the premises to update them at home. They mislaid the records, although a member of the public found them, kept them secure and returned them week later. The inspection found that the provider had failed to only keep records containing information on the children off the premises with prior agreement from Ofsted, which is a legal requirement. In addition, they did not ensure that a risk assessment was in place to make sure that confidential documents are kept safely and only available to those who have a right or professional need to see them. However, the provider notified Ofsted of the incident as required and there was no information contained in the records that identified children's full names or their whereabouts. In addition, the provider has since taken positive steps to ensure that this does not happen again by changing the policy regarding the secure storage of confidential documents. The staff and committee have also agreed that they will now only update children's records on the premises. Therefore, there is no significant impact on children's welfare.

Staff and the committee use a comprehensive range of safeguarding policies to help ensure that children are kept safe and are well protected. Staff are up-to-date in their safeguarding training and are knowledgeable about safeguarding procedures that help keep children safe. A named person is designated to oversee that safeguarding policies and practices are rigorously implemented to keep children safe. Comprehensive checks are carried out to ensure that all staff, parent volunteers and committee members are suitable persons to work with young children and to keep them safe. Staff hold first aid certificates that indicate that they are competent to respond to accidents. A medicine policy ensures that medicine is safely given in line with parents' guidelines. On a daily basis, staff carry out and document risk assessments, that help to minimise accidents, infection and harm to children.

Staff have appropriate qualifications to work with young children that enable the learning and development requirements to be well-embedded into provision. Staff consistently monitor children's progress and plan related activities that effectively support their learning. Collaborative self-evaluation is a strong aspect of the provision overall, that enables staff to assess their practice and to identify areas for improvement. Good professional development opportunities, staff induction, regular staff mentoring and appraisals effectively prepare new staff to satisfactorily support children's individual and collective learning needs and progress. The provider and staff have met the previous action and recommendations from the last inspection, resulting in improved safeguarding procedures and better outdoor learning for children. Staff encourage parents to contribute their ideas and opinions about the provision effectively. Parents' questionnaire responses, suggestions and writing in the comments book help to ensure that their voices are heard and feature in improving practice.

Personal interaction on a daily basis between staff and parents creates close relationships that are beneficial to children's pre-school experiences. Staff enable parental involvement in innovative ways that take account of parents' routines and that are supportive of children's learning. For example, the parent committee has secured a new pre-school building that will be ready for use in the near future to provide educational and care facilities for children, parents and staff. Volunteering on the rota enables parents to assist staff and see first-hand how children learn. Other parents are involved in fund-raising for the pre-school. Staff communicate information about the provision efficiently through the welcome pack and the electronic newsletter. These help to ensure that parents are kept well informed. Beneficial professional relationships exist with Wiltshire County Council and the local safeguarding team. Staff also seek support and guidance from a recognised quality assurance team. These purposeful relationships are easily accessed as and when needed and contribute towards good pre-school practices that help meet the needs of all children and their families.

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	199470
Local authority	Wiltshire
Inspection number	940828
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	8
Name of provider	Walter Powell Pre-school Committee
Date of previous inspection	17/03/2009
Telephone number	07931 263909

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

