

# Parsonage Preschool

Antrobus Road, Amesbury, SALISBURY, SP4 7ND

<b>Inspection date</b>	12/11/2013
Previous inspection date	28/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The effective use of special, or key, persons helps children feel emotionally secure. Staff work closely with parents and know children well so they can meet their individual needs successfully overall.
- Staff provide a broad range of stimulating activities based on children's interests and what they need to learn next. The quality of teaching is good overall, so that children make good progress.
- Children enjoy free access to the outdoor area, where staff provide a wealth of interesting resources that encourage children's curiosity, imagination and investigative play.
- There are robust arrangements in place to safeguard children and staff fully understand their responsibilities.
- The manager sets herself and her staff ambitious targets. She sensitively supports their professional development and because of this, they are motivated and eager to continue improving their knowledge, understanding and practice.

### It is not yet outstanding because

- At times, staff do not support all children learning English as an additional language as well as they could.
- Information about the pre-school, such as policies and procedures are not readily accessible to parents.

## 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 play and staff interactions with them inside and outdoors.
- The inspector held discussions with the manager and owner and spoke with staff and several parents.
- The inspector looked at documentation, including the safeguarding procedures, samples of children's records and planning, records to check staff suitability and incident reports.
- The inspector discussed how the pre-school monitors the quality of provision.

## Inspector

Rachel Edwards

## Full report

### Information about the setting

Parsonage Preschool is privately owned and managed. It registered in 2012 and operates from dedicated premises in the grounds of the Amesbury Sports and Community Centre, located beside Stonehenge School, in Wiltshire. Children use two playrooms and have access to two enclosed outdoor play areas. The pre-school is open each weekday from 9am until 3pm and operates morning and afternoon sessions. There are currently 39 children on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are five staff who work with the children, all of whom are qualified to at least level 3. The manager holds a qualification at level 5 and one other member of staff holds Qualified Teacher Status. The owner has Qualified Teacher Status and Early Years Professional Status.

### What the setting needs to do to improve further

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

- strengthen the support given to children learning English as an additional language to help them progress as rapidly as possible
- make information about how the pre-school is run, including copies of policies and procedures, more easily available to parents.

### Inspection judgements

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

Staff understand well how to support children's learning through play. They provide interesting activities that cover all areas of learning, with a good balance of child initiated and adult led play. Staff give children time to become absorbed in their play and develop their own ideas. Staff are well deployed, moving between children and skilfully moving their play forward to provide extra challenge. For example, a member of staff watches a group of children experimenting with rolling balls down gutters. After a while, she suggests they could sort the colours by rolling them down different pipes. The children enthusiastically work together showing great satisfaction as they accomplish the task.

Staff make regular observations of children as they play, noting their achievements and interests. They constantly adapt activities and plan experiences based on this so that children are engaged and eager to learn. Children were enjoying a pretend tea party and staff greatly enhanced their play by filling the teapot with water. Staff keep records of children's achievements, or learning journeys, which they illustrate with photographs and examples of their work. They share these with parents, which help them understand how

their children are learning as they play. Staff encourage parents to be involved in their children's learning. Parents complete 'wow' moments of special achievements from home and these are added to the child's journal. Children may borrow book bags from the pre-school for parents to read at home and this prepares them very well for learning to read.

Children may play outside when they wish. Staff have created exciting outdoor play areas where there is plenty for children to explore and investigate. They especially enjoy 'cooking' in the mud kitchen, which provides a wonderful focus for a great deal of chatter as children mix water, soil and bark chippings. They develop many skills as they stir, pour and spoon into different containers, often developing stories as they play. Staff model language well, speaking slowly and clearly and extending children's sentences and phrases. Staff have created areas where children like to come and talk, such as a 'talking corner', with books and seating. Children like to play with others in the large, deep sandpit, which encourages conversations. For part of the session, staff divide the group into older and younger children. This allows them to plan activities appropriate to children's abilities. For example, the older children gather to talk about a visit from Pudsey Bear and the Children in Need appeal. Meanwhile younger children have a teddy bears' picnic, when staff concentrate on building children's social and language skills. This generally works well but some older children who are learning English as an additional language have difficulty following the discussion and they get little from the activity. Generally, staff support these children well. They use sign language and picture cards to help communication but they do not always take these children's needs fully into account when planning activities.

Staff encourage and value children's creativity. They paint draw and design using a wide range of interesting materials. Staff display children's work around the pre-school, which builds their self esteem. Children explore sounds and make music, for example, with pots and pans in the garden. They are curious about the world around them. They closely examine natural objects such as crinkly leaves or a large shell buried in the sandpit and are amazed at the enormous sunflower they have grown, saying 'It's as big as my Daddy'. Staff use spontaneous moments throughout the day to develop children's mathematical understanding. They count fruit at snack time and compare the height and shape of brick constructions. Children have many opportunities to draw, paint and make marks in different materials, so they develop the skills needed when they start to write.

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

When children first start, they are appointed a special or 'key' member of staff, who has overall responsibility for their well-being and progress. The key person works very closely with parents, gathering and sharing information so that they can meet children's individual needs. This includes children with medical or other additional needs, which staff take into account, so all children can be included fully in pre-school life. The pre-school welcomes parents and they are encouraged to stay as long as they need to settle children. This friendly, flexible approach means that children feel happy and secure. They quickly become confident, independent individuals. They freely share their ideas, ask for assistance or offer it to others.

Children play cooperatively and most children behave extremely well. Staff manage children's behaviour positively by warmly praising children's efforts and providing clear guidance about unwanted behaviour. Parents are grateful to staff for the useful advice they offer about managing behaviour at home. This consistent approach helps children quickly learn what is expected of them. They learn to play safely as staff gently remind them not to throw sand, and as they balance carefully along tyres. Staff make children's safety their highest priority. They provide a safe environment, which they check routinely for hazards. Staff encourage children to take some responsibility for the care of their environment and toys. They know they must tell an adult if toys are broken and they are very interested in a broken tap and how it will be fixed. Staff supervise children closely both inside and outdoors to help protect them from harm.

Staff help children stay healthy and learn about the importance of a healthy diet and regular exercise. Children enjoy a wide variety of fresh fruit and vegetables. They choose when to have their snack so they do not get hungry and can enjoy their play. They sit in a small group with a member of staff and enjoy chatting about their day. This relaxed atmosphere encourages children to eat well and try new tastes. Staff give parents information about healthy eating and dental hygiene. Staff encourage children to look after their teeth by using a crocodile puppet and practising teeth cleaning at pre-school.

From the very secure base of the pre-school, staff prepare children well for their move into school or other settings. Children learn to manage their own personal needs and to make independent decisions about their play. They are confident and cooperate willingly with other children and adults.

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

Staff use their secure understanding of how and what children need to learn to provide a broad and stimulating range of activities and experiences. There are effective systems in place to monitor the curriculum and children's progress. Children make good progress overall, although there are some weaknesses in the support provided for some children learning English as an additional language. The manager also monitors the quality of teaching. Staff receive regular supervision meetings and these are used to support their professional development so that all staff now hold at least a level 3 qualification. Staff critically evaluate their own practice and continually strive to improve what they offer. They welcome each others' feedback and have recently introduced peer on peer reviews.

The manager and owner have a very clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and they meet them fully. Robust recruitment and induction procedures ensure that staff are suitable and have sufficient experience to work with children. The owner ensures that lead staff have received advanced safeguarding training and that all other staff know what they must do if they have concerns for a child's welfare. There is a positive culture of openness, where staff feel confident to raise any concerns about children or colleagues and the whistle blowing

helpline is displayed in the staff room. Policies and procedures are clear and detailed and guide the staff in their work. Parents are made aware of these and may ask for copies. However, they are not readily accessible so that some parents may be unaware of some areas of practice.

The inspection was brought forward following a notification from the provider regarding a child protection issue. The inspection found that the provider followed correct procedures at the time to safeguard children's welfare. However, due to a genuine oversight, the provider failed to notify Ofsted of this within the required 14 days. Nonetheless, the provider did notify Ofsted after 20 days and there is no impact on children's welfare. The provider is now confident of when to notify Ofsted of significant events and has strengthened systems to ensure notifications are made within the required 14 days in the future.

The manager and staff work very effectively as a team. They share relevant information about their key children during sessions and at weekly meetings so that all are aware of, and can meet, children's individual needs. They are enthusiastic and eager to provide the best they can. They welcome the support of the local authority early years team and this has helped them create a focussed improvement plan. They are making good progress in achieving the identified improvements, such as creating a mud kitchen and encouraging parents to be more involved in their children's learning.

## 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

<b>Unique reference number</b>	EY448282
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	941503
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Bourne Valley Nursery School Ltd
<b>Date of previous inspection</b>	28/11/2012
<b>Telephone number</b>	01980611766

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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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