

Owlsmoor Pre School

53 Cambridge Road, Owlsmoor, Sandhurst, Berkshire, GU47 0SZ

Inspection date	27/11/2013
Previous inspection date	11/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff provide a warm a caring environment. This helps children settle quickly because of trusting relationships developed between them.
- Teaching is good as staff plan a stimulating range of quality learning experiences indoors and outside, linked directly to children's interests and developmental needs.
- Purposeful discussions with parents and regular access to their child's assessment records means that everyone is well informed about children's progress.
- Management drive improvement and support the professional development of staff,, which benefits children.

It is not yet outstanding because

- Staff do not take all opportunities to fully enhance literacy development in the outdoor area.
- Opportunities for staff to recognise each other's areas to develop, and value the strengths and achievements made by one another, are not fully embedded.

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 interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.

Inspector

Nadia Mahabir

Full report

Information about the setting

Owlsmoor Preschool opened in 1982 and operates from a purpose built building in the area of Owlsmoor, Berkshire. Children have access to a large base room on the ground floor and to a secure outside play area. The nursery is open each weekday from 9am to 3pm term time only. The nursery is registered on the Early Years register. There are currently 40 children in the early years age group on roll who attend a variety of sessions. The setting receives nursery education funding for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. Ten staff work with children, and they all hold appropriate or higher early years qualifications and the manager has 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:

- enhance the good professional relationships further, through peer on peer observations, which focus on valuing staff's strengths, skills and knowledge and celebrate the contributions made by everyone in the nursery
- enhance the outdoor area to provide further opportunities for children to see and recognise familiar words and numbers by, for example, creating an outdoor environment rich in print.

Inspection judgements

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

Children thoroughly enjoy attending this preschool, which provides them with a welcoming, vibrant and stimulating environment in which to learn through play. This enables every child to follow their own interests and to achieve their full potential. They settle to tasks quickly and with no prompting and immerse themselves drawing, writing, pouring or building. Staff teach children through very well balanced group activities and free exploration sessions. Therefore, children have time and freedom to concentrate and become deeply involved. For example, children concentrate deeply while they make marks. They draw intricate patterns that represent a number of things that are important to them. They experiment with writing, making clear efforts to write their names legibly. Staff consistently use examples of mathematical language during activities so that children learn about space and measure. They help children to count objects and recognise numbers. The effective use of computers and an exciting range of programmable and push-button toys mean that children develop good technological skills.

Children have access to a good selection of craft resources. They independently select paper, paints and glue to create their own pictures to display in the room or to take home with them. They show good hand-to-eye coordination as they confidently use scissors to cut the paper to the correct size. Children use the role-play area independently and dress up and act out imaginary role play scenes as they make each other a 'cup of tea' in the role play kitchen. Circle times and small group activities are planned well by staff, they effectively teach children new sounds and letters and make learning new mathematical concepts fun, gaining skills that will be useful when they move on to school. Children begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. However, there are fewer resources in the outside area to further children's understanding of words. Nevertheless, children are progressing well in literacy as older children write their names on their work and recognise their names on their peg. This means that they are fully aware that written text has meaning and that their name represents something that belongs to them.

Staff have a good knowledge of how children learn, which means that they use effective questioning and intervention during children's play, encouraging them to discuss and think about their learning. Staff underpin the good educational programme making effective use of specialist assessment and monitoring tools, and teaching strategies. The team deliver the 'Every Child A Talker' (ECAT) programme. Children who are learning English as an additional language receive good support. Therefore, all children progress in their communication and language skills relative to their starting points.

The key person system works well and staff understand each child's ability to learn and use this to narrow any achievement gaps. Staff understand the importance in including all parent's in their children's learning. There is a strong partnership with parents and carer's with a strong flow of information that ensures children progress and their welfare needs are well met. For example, alongside the staff's observations of children, parents are invited to share details about their children's learning at home. Staff successfully promote children's learning and development through a good range of activities and experiences. The staff's interactions and teaching techniques are positive and show their good understanding of how to encourage and capture children's interests. Staff complete all required progress checks and share these well with parents. This means that parents are fully aware of their child's development and informed of any areas where their child's progress is less than expected.

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

The environment is equipped with good-quality play and learning resources that are very attractively presented. There is a well-established key person system that helps children form secure attachments and promotes their well-being and independence. Staff gain a wealth of relevant information about children from their parents when they join the pre-school. This enables them to fully support the emotional well-being of each child and help them to settle and to develop secure emotional attachments. Clear daily structure and well established routines enable children to be fully aware of what to expect. Older children

display confidence and independence. They manage their personal needs well, such as using the toilet and washing their hands afterwards. They also learn how to put on and take off their coats. The indoor learning environment enables children to independently choose from a selection of resources that are easy for them to reach. Staff supervise children closely to ensure individual needs are met. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside other children, supporting school readiness.

Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills also support children's next stage in their learning, preparing them for their transitions on to other settings and school. Children's individual dietary needs are known and respected to ensure their well-being. The outdoor and physical play opportunities help children to understand the importance of fresh air and exercise. They use a range of climbing and balancing resources, ranging from small to large pieces of play equipment. This enables children of all ages and abilities to develop climbing and balancing skills. There are bikes and cars, which children share well with their friends as they take turns and swap equipment. They negotiate around one another as they manoeuvre around the garden. Children happily role-play in the outdoor home corner and in the mud kitchen. There are good opportunities to dig and plant or sit in the covered area to enjoy quiet activities if they wish. Children gain understanding of risk through planned activities and involvement in risk assessments.

Staff are positive role models and reinforce the kindness they have shown to each other. They provide clear guidance for children about what is acceptable behaviour and, due to this, children behave well and are kind and caring towards one another. They use their initiative during tidy up time as they help their friends find the correct places for toys and equipment. Staff praise individual children's achievements which in turn enhances their feelings of self-worth and importance while at the setting. There is a positive approach shared at the pre-school with regard to children who have special educational needs and/or disabilities. Staff are very focused on ensuring that all children are valued in the setting, and adapt their practice to meet each child's needs effectively. They maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Good support is in place to assist a smooth transition for children who are ready to move onto school. The manager encourages opportunities for children to visit their school. Primary school teachers visit the pre-school to meet the children in their familiar surroundings. These positive strategies enable children to feel emotionally prepared for the next stage in their learning.

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

Children learn and develop well, and are kept healthy and safe. This is because staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff understand the procedures to follow in the event of any safeguarding concerns as they

have attended safeguarding training. There are robust recruitment and vetting procedures to assess that everyone working with the children is suitable to do so. Effective systems for induction mean that staff are familiar with the pre-schools policies and procedures and they work well in practice. All staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Their close monitoring of children's progress helps them successfully identify any gaps or differences in learning. Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes, and seek advice and guidance effectively.

Partnership working is a real strength of the pre-school. The management team provide a good range of information for parents, including a registration pack when children first start. Staff keep parents informed about their child's progress and achievements. The valued opinions of parents and staff are collated, and are then used to complete evaluations and action plans. As a result, the pre-school is focused on the priorities for development, in order to continue to improve the setting for the benefit of children and their families. Parents benefit from an array of information displayed on the parents' notice board and regular updates in newsletters. All parents spoken to during the inspection are very happy with the setting. They particularly like how approachable, open and honest all the staff are and how they know their children well. They also feel that it is very welcoming and homely and that all staff are very caring and are dedicated to the children. There are well-established links with external agencies to ensure information is shared appropriately for the benefit of children.

The staff team have an accurate view of their pre-school. They are able to identify their key strengths and recognise how further development will enhance their already good quality service. Management has a strong drive to improve the setting. They effectively use a variety of methods of self-evaluation to help identify areas for further development. They target areas for improvement and implement plans to address. The management team monitor staff performance effectively through regular supervision meetings. Appraisals encourage staff to reflect on the ongoing quality of their practice with the children. Furthermore, the management ensures that regular training is provided to improve the skills of the workforce. Staff cascade information from training and early years events to extend team knowledge and skills. However, there is scope to enhance staffs' professional development further by observing and evaluating each other's practice within the setting, in order to have a greater understanding of the different roles and responsibilities. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

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	119250
Local authority	Bracknell Forest
Inspection number	940021
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	27
Number of children on roll	40
Name of provider	Owlsmoor Pre School C.I.C.
Date of previous inspection	11/05/2011
Telephone number	07941732950

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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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