

Whiteley Pre-School

Gull Coppice, Whiteley, Fareham, Hampshire, PO15 7LA

Inspection date	13/12/2013
Previous inspection date	03/11/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children with special educational needs and disabilities are exceptionally well supported, through trusting relationships with parents and well established links with other professionals. As a result these children are fully included and thrive here.
- The pre-school is exceptionally well managed. Expectations for children's care and learning are high. There is a very strong commitment to provide the highest quality of teaching and play experiences to benefit the children.
- Children are motivated by the imaginative and stimulating ways activities are presented in the pre-school. They are totally engaged in their learning and make excellent progress taking into account their starting points and capabilities.
- Children feel safe and secure within the warm and welcoming environment. The highly effective key person system enables them to form secure attachments.
- Very effective partnership working with parents means that there is a united approach to meeting individual children's needs and helping them to develop skills for the future.
- Children are very well safeguarded with staff supervising them carefully. Comprehensive risk assessments take place and staff ensure that entry into the pre-school is carefully controlled with visitors signing in.

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 took account of the views of parents spoken to, on the day of the inspection.
- The inspector held meetings with the manager and chairperson of the management committee.
- The inspector looked at various documents. These included policies and procedures, records of children's progress and evidence of the suitability of staff.
- The inspector held discussions with key persons and staff.
- The inspector observed activities in the main hall and outdoor play.

Inspector

Jane Franks

Full report

Information about the setting

Whiteley Pre-School registered in 2002. It operates from two rooms within the community centre in Whiteley, Fareham. Children have access to an enclosed outdoor area. The pre-school serves the local area and opens for 10 sessions a week, during term time only. Sessions are from 9 am until 3 pm with part-time sessions being offered from 8.45 am to 11.45 am and from 12 midday to 3 pm. The pre-school is registered on the Early Years Register. There are currently 66 children on roll aged from two years. Of these, 57 receive funded early years education. The pre-school currently supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The pre-school employs 15 members of staff to work with the children. They are all appropriately experienced and/or qualified. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's awareness of the natural world further, by for example, incorporating more varied and imaginative experiences to promote children's outdoor exploration.

Inspection judgements

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

Children flourish and meet their full potential. They make excellent progress towards the early learning goals from their individual starting points and capabilities. The manager and her staff fully understand how to best implement the Statutory framework for the Early Years Foundation Stage, to recognise the uniqueness of each child. Children's learning and development is exceptionally well supported, including for those children with special educational needs and/or disabilities and those who are learning English as an additional language. Observations are carried out on the children throughout each day, as they play. Staff use their observations to accurately identify children's interests. They routinely evaluate their key children's achievements and rigorously identify new targets for their development. Assessments, such as, the progress check at age two, efficiently and effectively support children's future learning needs. Staff plan innovative and challenging play experiences to promote every child's further learning. Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities that enable them to instigate their own learning. Parents and carers comment that staff 'treat children as individuals' and on how well their children are progressing.

Children benefit greatly from the well-resourced outdoor area, which is accessible to all

children from the main hall. Children have free access to this area, for long periods throughout the day. Staff fully understand and embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning. Children engage independently in play, transporting water, investigating weight and measure, in their natural environment. Outdoor play could be further developed with activities that support children in their understanding of the natural world. Children practise writing skills as they make marks with chalks. All staff are highly skilled in extending children play. They engage them in conversation while they play, to encourage critical thinking and to develop language. For example, children find a caterpillar; staff extend their learning using a magnifying glass and further support this with related stories. Excellent knowledge of their key children's needs enables staff to differentiate and personalise their support for individual children.

Staff maximise opportunities to introduce numbers and counting, such as counting children during group time. Staff place exceptional emphasis on motivating children's learning through play, exploration, problem solving and critical thinking. Children's interest in the world around them encourages staff to plan fun, challenging activities that inspire children to use their imagination and creativity. For example, children create a display board with a theme of day and night. Staff extend children's learning using this as a prop for drama and role play.

The highly effective partnerships staff enjoy with parents and carers ensure that children settle quickly into pre-school life. Children with special education needs and/or disabilities are cared for very well. Staff work with parents very effectively to ensure that individual educational programmes are efficiently met. Professionals from other agencies who support children and families are made welcome when they come to observe the child at play and offer advice and support to the staff. Parents are very involved in their children's learning. Staff provide a variety of opportunities for them to extend their children's learning at home. For example, they invite them to attend workshops so they learn about their children's pre-school experiences. They also arrange special activity days, such as, a Grandparents' day.

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

Children are happy, confident, have fun and enjoy coming to pre-school. The fully embedded key person system works extremely well in supporting children's social and emotional wellbeing. Staff expertly nurture children's confidence and sense of security through planned one-to-one time with key children, small group work and whole group gatherings, as well as embracing spontaneous opportunities that arise. Consequently, children develop a very positive sense of themselves and respect for others because of the fantastic support and excellent activities which staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The warm welcome and highly positive, relaxed approach from staff has a very calming influence on the children. As a result, new children settle quickly and build very close attachments with the staff. Children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps children to feel valued and

respected, enabling them to thrive and reach their full potential.

Staff ask each other for support, if needed, without hesitation which shows good concern for children's safety and security. Staff model positive behaviour. Children behave well and follow the rules and boundaries for acceptable behaviour. Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners. Children benefit from healthy, nutritious snacks and plenty of opportunities for physical exercise and fresh air every day. This contributes to their good health. They have fun outside, using a wide range of equipment to encourage their physical skills and fitness.

Staff help to prepare children for school extremely well by encouraging regular visits from their reception class teachers. Children visit the nearby junior school regularly, which prepares them well for their move into full time education. Teaching is rooted in expert knowledge of how young children learn. Staff tailor activities and planning and help children to develop the skills they will need in the next stage of their learning. Children know the daily routines extremely well, so that they are very settled and have a sense of belonging. Staff alert children to any change of routine, for example, they are told when they have five minutes left before registration time. This supports them in readiness for school.

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

The pre-school meets all the requirements of the Statutory Framework for the Early Years Foundation Stage exceptionally well. Detailed risk assessments and routine safety checks of equipment throughout the pre-school contribute significantly to children's safety. Exceptional organisation and comprehensive awareness of safeguarding issues amongst all staff, significantly enhances children's wellbeing. All staff working at the pre-school understand the importance of safeguarding and child protection. Extensive recruitment and vetting processes and rigorous induction methods ensure the suitability of staff. Staff deployment is very successful in meeting children's needs and careful consideration is given to maintaining their safety at the beginning and end of each session.

The management team demonstrate a first class knowledge of the learning and development requirements. They motivate the staff and manage their performance and professional development exceptionally well. Staff update their skills and knowledge through frequent staff meetings, supervision and excellent access to regular training. This results in a highly skilled and dynamic staff team, who demonstrate first-rate knowledge of their roles and key responsibilities in delivering the curriculum. Since the last inspection, the management and staff have worked extremely hard to address previous weaknesses. This has led to significant improvements in children's welfare, learning and development.

The management team have very high ambition for the quality of practice. Staff observations, feedback from parent questionnaires, and regular reviews of action plans,

are used as part of rigorous and extensive monitoring, analysis and self-challenge. As a result, exceptionally high targets are identified and these have had an outstanding impact on children's achievement and well-being. The management team skilfully oversees children's moves between pre-school and school. Staff meet with teachers to share children's progress information. This ensures children's individual learning needs are fully understood and supports smooth transitions. Procedures to monitor and evaluate children's learning and development are highly effective and support the early identification of learning support needs. This enables staff to seek additional help for children quickly. Staff liaise extensively with parents and other professionals involved with the children and ensure that the outstanding partnerships are fully embedded. Staff's passionate and exemplary approach to promoting children's education is demonstrated through the high quality support and challenge, which they provide for all children.

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	EY224509
Local authority	Hampshire
Inspection number	943001
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	66
Name of provider	Whiteley Pre-School Committee
Date of previous inspection	03/11/2009
Telephone number	07765 306115

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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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