

Westover Pre-School

The 54th Paignton Scout Hut, Paignton Avenue, Copnor, PORTSMOUTH, PO3 6LL

Inspection date	27/11/2013
Previous inspection date	21/10/2009

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

- The key worker system works well. They create play plans that are focused on the individual child promoting the individual child's development.
- The staff work well as a team exchanging information on the children enabling staff to work well with all the children.
- Partnerships with parents and others are good overall and support continuity of care and learning for all children.
- There is a good balance of child-led and adult-initiated activities that engage the children.

It is not yet outstanding because

- Staff do not take all opportunities to involve parents in the pre-school's self evaluation process, to drive all possible improvements.
- Staff do not always give children the best possible messages about hygiene, for example through washing hands in fresh water.

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 the interaction between the staff and children.
- The inspector sampled the children's records including observations and learning journeys.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to children staff and parents

Inspector

Amanda Shedden

Full report

Information about the setting

Westover Pre-School is situated in a local Scout Headquarters in Baffins, Portsmouth. There is easy access to the building. It is organised by a voluntary management committee and the supervisor has responsibility for the day to day running of the setting. Children attend from the surrounding area for a variety of sessions and it is the pre-school's policy to accept children from the age of two years to five years on the Early Years Register. Currently Westover Pre-School is open for four morning sessions and for five afternoon sessions each week, from 9 am to 12 pm and 12.30 until 3 pm on Monday and Tuesday and until 3.30 pm on Wednesday, Thursday and Friday, term-time only. In addition there is a lunch club every day except Wednesdays. Six staff work with the children and have relevant qualifications. The pre-school is able to support children identified with having special educational needs and children who learn English as an additional language.

What the setting needs to do to improve further

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

- develop the process for using parent's views further in the self evaluation of the pre-school
- develop children's understanding of hygienic routines further, for example through more effective hand washing procedures.

Inspection judgements

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

All staff have a secure knowledge of how children learn and they consistently promote their learning through their positive and knowledgeable interaction. Children are making good progress in their learning in relation to their starting points. Staff spend time observing and tracking children's learning and make plans for focused activities to help the children progress. General plans are also made which offer the children a wide range of interesting activities to enjoy. Staff share knowledge of the children which enables them to engage effectively with all children throughout the session to promote their learning. As a result, children are obtaining the skills, attitude and dispositions they need to be ready for school or their next stage of learning overall.

Staff make regular assessments of the children which helps them identify any learning needs. The assessments are also used to carry out the progress check for two year old children which staff share with parents. This helps staff to be well involved in their

children's development.

Children are encouraged to think and discuss what they are doing or exploring. For example, when children explore oats staff ask them to describe how the oats feel and describe the changes that happen to the mixture once water is added. Children are encouraged to use their senses as they use their hands to mix, smell the oats and watch the changes. Staff promote their language by modelling the correct pronunciation of words and sentence structure. Staff plan activities to encourage children to listen and think. Staff use simple story sheets to show the children the sequence and structure of children a familiar story. Children are supported to colour in and cut up the pictures and then stick them down in the order of the story. The interaction from staff is positive, they ask open questions which help children understand in which order the pictures should be to tell the story in the correct order. This also supports children's problem solving skills.

Children enjoy a wide range of worthwhile activities outdoors. The positive interaction from staff encourages children to talk about what they are doing. They mix the paint colours and use brushes to paint the walls. They make hand prints on to card, experimenting with how much paint they need to have on their hands to create prints. When using the climbing frame they are asked if they are coming down the bumpy or smooth side. This encourages children to think about the different textures of the slide and make choices.

They pull each other around in the wagon often getting stuck on the slope. Staff use this opportunity to talk to children about using their muscles to pull and make them strong. Staff are skilled at teaching children about shapes through incidental and focused activities. They promote children's imagination as they ask them to imagine what a round or triangle shape parcel may have in it. Children are learning about the sounds of letters during focused activities for example at small group times they talk about the letter 'A' for afternoon and 'W' for Wednesday.

Children with additional needs are well supported. Staff work with other agencies and parents to offer the children continuity of care and education. Individual learning plans are created and all staff are made aware of the individual needs of each child. This results in children having the same support from all the staff which in turn helps the child to make good progress.

The staff and parents have positive and worthwhile relationships; they verbally exchange information daily so parents are aware of the activities their children have enjoyed that day. Before their child starts parents complete a 'all about me' profile and they have in-depth discussions with their child's key person before their child starts. This enables the key person to have a good understanding of the child and they are able to effectively plan around the child's interests.

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

The key person system works very well to ensure that children's needs are identified and met. Each key worker creates play plans for their key child which includes their next steps in learning. Children clearly know who their key person is and this helps them form secure attachments to the staff who understand their individual care and learning needs well. Staff are good role models, they work well as a team to ensure that their interaction with the children is positive and worthwhile. They support children to try new things from getting their hands dirty to teaching them how to join train tracks together in a positive manner. Their skills at asking open questions during play encourage children's confidence and builds on their self esteem.

Children behaviour is good, there are clear guide lines within the pre-school and the daily routine supports children in understanding in what is going to happen next. Children are given warnings when it is nearly time to pack up which they readily help with. Activities and the positive interaction from staff support the children's understanding in turn taking and sharing. Children are supported to be confident in their self care skills, staff use encouraging words which builds on their belief that they can do.

Children's independence and self care skills are promoted at snack time, they pour their own drinks, cut their fruit up and spread toppings on crackers. Staff use these opportunities to sit and talk to the children about food and which ones are healthy. However at a few points staff do not promote the best possible messages to children about how to manage their hygiene as children all wash their hands in one bowl. There is an effective system for preventing children who have allergies from accessing food they should not.

They pre-school have thought carefully about how to arrange their space to accommodate the younger children and make them feel secure. At the beginning of the session they have their own area where they start their session with their key persons which has resources particularly suitable for their age range. Once they are settled and if they wish to they may go anywhere in the room and freely access the range of resources and activities that are on offer. All children freely access the outdoors throughout the session. The outdoors has been organised to offer the children a range of learning opportunities that cover all areas of learning.

This organisation of the preschool and the key person system results in the children having the same key person throughout their time at pre-school. This gives them strong emotional security for their next stage in learning. Children moving onto school have many opportunities to visit their new school and play at being at school. They visit the local school with their key person helping children feel secure as they move onto school.

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

Safeguarding at the pre-school is effective because all staff have a clear understanding of child protection procedures and know how to implement them. Staff have attended safeguarding training and are aware of the issues around child protection. Written policies

and procedures are in place and shared with parents to help them understand the pre-schools role and responsibilities towards their children. Staff carry out daily checks of all areas to ensure the environment is safe for the children. Robust recruitment procedures are in place to ensure that only persons that are suitable are appointed. As a result, children enjoy a safe, secure learning environment.

Concerns were previously raised around staff deployment and supervision of children whilst resources were being put away. It was found that the provider failed to notify Ofsted of a significant event and Ofsted issued the provider with an initial warning letter. The pre-school investigated the matter and new systems and procedures are now in place including when resources are to be put away. The procedures now in place will prevent an occurrence of an incident of this nature happening again. The provider is now fully aware of things that they must notify Ofsted about. The pre-school continues to meet the requirements of the Statutory Framework.

The senior management team undertake frequent monitoring of the planning and assessments that the key persons have in place for the children. This enables them to have an accurate overview of the progress children are making and the broad range of activities the children enjoy.

The pre-school undertake regular evaluations which help them identify their strengths and areas of improvement that could be made. They create action plans from this information to improve the outcomes for children. There is a comment box in the hall for parents for to record their ideas. However they do not take all opportunities to seek all parents' views and use them in the self evaluation of the pre-school.

Staff have regular meetings with senior staff who monitor their day to day practice to ensure that it is appropriate and that children are offered worthwhile activities that help them achieve. Staff regularly undertake training which promotes their professional development and develops their knowledge and skills. All staff have recently undertaken training which developed their knowledge of how to effectively care for and promote two year olds' learning. This demonstrates that training directly benefits children in the setting.

Partnerships with parents and others are strong overall in the pre-school. Parents have daily discussions with their child's key person so they are fully aware of their child's daily experiences. They have regular update meetings so they can talk through their child's learning journals deciding together the child's next steps. Parents are very complimentary about the pre-school and they can see the good progress their children are making. The pre-school work with other agencies involved with the children to ensure that they are offering the children continuity of care and education.

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	143574
Local authority	Portsmouth
Inspection number	939415
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	44
Name of provider	Westover Pre-School Committee
Date of previous inspection	21/10/2009
Telephone number	07986651473

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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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