

Wind In The Willows Preschool Ltd @ ABC Durrington

Pavilion Hall, Recreation Road, Salisbury, SP4 8HH

Inspection date

Previous inspection date

05/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 communicate with children with warmth and empathy. This offers them the best opportunity to learn and to feel safe and secure.
- Planning, assessment and the next steps of learning for children are clear. Systems work effectively because key people know their role and how to provide an effective learning environment for the children.
- Activities that promote children's development across the areas of learning indoors are accessible for all children because the room is spacious and sensitively organised. A good range of resources stimulate children's interests and engagement.
- Staff are deployed well and small group activities allow children to learn with focus and engagement.

It is not yet outstanding because

- Children's outdoor access is restricted and does not always promote children's physical skills, particularly when the weather is poor.
- Self evaluation is not embedded fully to most effectively review and reflect on strengths and areas for improvement in the provision.

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 discussed the provision with the manager and staff at appropriate times during the inspection.
- The inspector observed children both indoors and outdoors
- The inspector sampled documentation including policies, children's files and risk assessment procedures.
- The inspector spoke to parents to ascertain their views

Inspector

Shirelle Norris

Full report

Information about the setting

Wind In The Willows Pre-school Ltd @ ABC re-registered in 2013 under new management. It is a privately run facility. The provider has one other early years setting in the local area. The preschool operates from a single storey pavilion building in the village of Durrington, Wiltshire. Children from the local area attend. The pre-school opens five days per week during school term times. Sessions are from 9am until 12pm with plans to extend hours until 3pm. The pre-school is registered on the Early Years Register. There are currently 21 children on roll. The pre-school supports children who have special educational needs and/or disabilities. Six staff work with the children, of whom, three have level 3 early years qualifications and two have a level 2 qualification. One member of staff is training.

What the setting needs to do to improve further

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

- build on the evaluation process to ensure that all staff are included in effective analysis of the quality of the provision.
- further develop the use of the outdoor area so that adverse weather conditions do not reduce the opportunity for children to further develop their physical skills

Inspection judgements

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

Children are offered a comprehensive range of resources that are well organised. Staff teach the children how to make the most of their potential learning ability by supporting their play effectively. They provide interesting and stimulating activities and experiences which engage children and enables them to learn through purposeful play. Because the room has been skilfully designed children are able to move around freely and choose their preferred activity. Areas of learning are labelled and resourced with relevant equipment to offer children opportunities to reach specific learning outcomes.

Staff support individual learning needs successfully because they know the children really well. Each child has specific areas for development identified and their next steps of learning are incorporated into effective weekly plans. Staff have a secure knowledge of the Early Years Foundation Stage. They teach the children using appropriate communication and encouragement to enable children to make good progress in their learning. For instance when children attempt difficult puzzles they are urged to persevere independently, while staff remain diligent in their attention to support each child at an

appropriate level.

Sound relationships with parents and good use of information they share about children's starting points make certain that children are able to flourish. Staff are aware of exactly what the children need to pursue their development because of these firm relationships with parents and accurate assessments.

Children are curious and explore with keen interest. Teaching, particularly at adult led times, is underpinned with secure knowledge of how children learn. Planned activities are also adapted spontaneously with regard to children's involvement. For instance when an activity about letters and sounds does not engage the children staff swiftly alter the focus to ensure the best possible learning opportunities are seized.

Staff value children's input into all activities. As children focus to learn staff listen carefully and ensure that children have a voice and take an active role. Children with specific needs are supported effectively because staff are able to ascertain the individual requirements to best support development. Likewise the competent teaching allows variation in tasks, meaning children of differing abilities are catered for efficiently. All children are supported in achieving their potential and developing the attitudes and skills that will support their future learning.

Language develops well because specific forms of assessment make certain that children are working towards their expected age range of development. Staff use Makaton to extend the opportunity for every child to understand what is being taught. All staff wear communication aids, these are easily accessible to allow a quick response to support children that may need help to understand. These aids help children to express themselves. Including all children is of vital importance to the staff. Positive images of disability and many resources that reflect cultural differences are freely accessible and visible for children. This helps build an understanding of the world and broadens their positive appreciation of difference in society.

Parents are invited to participate in 'Playdays' and suggestion boxes gather opinions and ideas to constantly maintain relationships. The staff work hard to sustain strong bonds with parents as they recognise that this will have a positive effect on the provision.

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

Parents are given plenty of information about the key person system at the setting. This makes sure that secure connections are made prior to the start and during the settling in period. Staff welcome parents and support specific requirements for each child to ensure that children settle at their own pace. Children's well-being is of utmost importance, for example if a child is unsettled parents are invited to stay with their child for as long as they feel necessary. The routines are firm and adhered to, this continuity allows the children to learn regimes, helps to build up security and familiarity, consequently building self-esteem. When the bell rings to indicate a change in the session, children happily and excitedly move to the next phase of the session.

Effective teaching methods reiterate 'Golden Rules' at focused group times. This makes certain that all children are aware of what happens next, why and how they can best be involved using appropriate behaviour. Staff are good role models and naturally assist children's learning by praising good manners and appropriate behaviour. Expected behaviour is reiterated throughout sessions and this helps to build children's confidence and pride. Children behave really well. 'Special helpers' are chosen and given responsibility during sessions and this has a constructive result in affirming confidence.

Role play and imagination are supported well because the pre-school is well equipped to prompt children's exploration and ideas; staff also foster this play effectively. Intervention and particular activities are tailored to promote communication skills for each child. Staff recognise when to adapt activities to suit children's individual abilities, they make sure children can achieve and progress.

Children are kept safe and secure as staff have a good knowledge and understanding of safeguarding practices. Regular evacuation practices ensure children are aware of their role in the event of an emergency. Hygiene regimes are taught to the children as part of their daily routine. This learning is supported with displays and consistent reiteration from the staff. Children learn to become independent and self-select tissues when needed, they know where to dispose of them and wash their hands after. Teaching the children about healthy food while they eat their snack is consistent and as a result children learn about what food is good for them. Children are aware that they can help themselves to water throughout the session. Because the children are making choices and learning to become dependent this has an impact on their confidence and ownership at the setting.

The environment has an abundance of opportunities for children's learning indoors. Outside the area is small, but there are a variety of resources that are used to promote learning. The space is limited because there is no sheltered area to extend learning, adverse weather conditions reduce the opportunity for physical skills to be promoted.

Good links with the local school prepare children for their next stages of learning. For instance at Christmas the setting links with the school for nativity celebrations. In the summer the children visit the school and this helps to build familiarity and confidence.

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

Planned activities are extremely effective at the setting as staff have a good awareness of how to provide the best opportunities for the children. The systems devised are effective and thorough and make sure that all staff are involved in the process. Children's individual progress is monitored through observation and then linked with the Early Years Foundation Stage. The system is efficient and ensures that each child is given a clear route to increase their learning and development. All staff have an input into the two-weekly planning process and this provides a stimulating, successful approach for children

to learn.

The Manager deploys staff thoughtfully so that they are well prepared and equipped to foster individual learning opportunities. Staff know that when they teach the children they can adapt and act spontaneously to ensure the task is successful and engages the children.

The daily routine is rich in learning opportunities and this is because it has been especially created to make the best use of the timescale of a session. Consequently the children benefit enormously as they have a purposeful schedule to contribute to.

Recruitment, vetting and subsequent training of staff is thorough. Staff are given plenty of support to train and progress in their profession. In house training with another setting makes sure that staff have the chance to continue their professional development and exchange ideas for improvement. Appraisals and consistent support for staff mean that the manager is able to maintain a high standard of communication.

Systems of evaluation are developing, however self-evaluation is not yet fully effective. The setting has undergone many changes and the manager has positively welcomed and adapted current systems. Partnerships with parents are strong and there are robust plans to ensure that the relationships are maintained. The setting makes good links with outside agencies and these help to support staff and to children's individual needs.

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	EY467428
Local authority	Wiltshire
Inspection number	931112
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	40
Number of children on roll	21
Name of provider	Wind in the Willows Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07895652936

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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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