

# Winton Pre-School

Vigo Juniors School, Vigo Road, Andover, Hampshire, SP10 1JZ

<b>Inspection date</b>	05/03/2014
Previous inspection date	22/01/2010

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

- Children are busy and staff support children in their play, they instinctively extend learning and children respond well to this.
- Children are safe and secure because the systems are set up that offer an ideal environment for children to make good progress.
- There are good communications between with staff and children, staff know how to seize a learning opportunity and children are comfortable to engage in good conversations.
- Children are encouraged to initiate their own play and staff have a good knowledge of when to intervene and when to let the play develop.
- Staff are deployed well and everyone knows their role during a session, this means that children are safe and secure.

### It is not yet outstanding because

- Occasionally, large group activities do not take into account children's varying levels of interest to make the best of the learning opportunities.

## 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 children inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the provision with the staff and the manager at appropriate times during the inspection.
- The inspector sampled paperwork including risk assessments, policies and children's individual learning profiles.
- The inspector spoke to parents about the provision.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

Winton Pre-School moved to its present site in 2005. It is an established pre-school and operates from a room in Vigo Junior School, Andover in Hampshire. It shares toilet and disabled facilities with the adjacent school. Children have access to a small, fully enclosed outside sheltered play facility and to the school playground. The setting is on the Early Years Register.

There are currently 41 on roll. The pre-school is in receipt of funding for two-, three- and four-year-olds. The pre-school supports children with special educational needs, and who speak English as an additional language. The pre-school is open five days a week, term time only.

Sessions are from 8.30am to 11.30am and 12.10pm to 3.10pm, children have the option of staying to lunch club. Sessions are variable and children can stay for a full day if they choose. There are two full-time members of staff and three part-time staff who work with the children. The manager and her deputy have National Vocational Qualification to Level 3 and the other staff are suitably qualified. One member of staff is studying for a foundation degree. All are qualified in paediatric first aid.

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

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

- adapt large group activities to promote learning at all levels taking into account the abilities and concentration levels of children of differing ages.

### Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They effectively teach and plan activities that make sure that all children make good progress in their learning and development. On arrival, staff offer children responsibility to enhance their learning. For example, children help to register their friends by counting how many children enter. This enables mathematical learning as well as a feeling of importance.

Children happily tell the staff their news as they arrive, they engage in good conversations that staff reciprocate and language and vocabulary is celebrated. For instance they talk about Pancake Day. Children are excited to tell staff about how many and what toppings they had for tea. Consequently, children make excellent progress in their communication and language skills. Staff recognise this as a key element to success and have a designated member of staff to supervise speech and language opportunities. This helps to

ensure children make good progress in this area of development.

Staff complete observations and assessments of their key children so they can identify any gaps in their learning and plan for their individual progress. Children know the established routine and therefore feel secure and confident. Resources are easily accessible therefore children set up with their games and activities independently. Staff encourage these choices and extend the play with suggested ideas. Staff know when to step back and observe children's play. This allows the children's own ideas to grow and therefore staff are fully embracing child initiated play. Equally when staff feel they can extend learning they sensitively support activities and offer understandable intervention.

During adult led activities staff teach with confidence and knowledge of what will engage the children. However, in large group activities the ages and stage of development of children varies. Occasionally, these activities are too long for younger children and they lose interest. In turn, older children find it harder to concentrate. Nonetheless, many activities work well. For example, singing time sessions engage most of the children as staff work hard to encourage participation. Songs like "Who stole the cookies from the cookie jar" evokes enthusiasm, confidence and learning how to take turns.

Displays complement the children's planned themes. For example, the children learn about space and planets and this is creatively portrayed with their planet pictures. Children refer to these during their play. This means that children's efforts are celebrated and consequently they feel a sense of pride in their work as well as reinforcement of their learning.

Staff enable children to use computers independently and they do so competently. They have a good understanding of setting up a simple programme. This helps children develop a good understanding of using technology to promote their learning. The outdoor play area offers children the opportunity to learn in all areas of the curriculum. Staff teach children to use the area effectively and resources are set up to ensure that all children can choose their specific interest to pursue. For instance children race around on wheeled toys, bikes, scooters and cars and staff draw out chalk roads and car parking spaces. This ensures that children have areas to ride and extend their game, while keeping the area safe for children who are engaged in other games.

Staff support children with English as an additional language well and provide sufficient opportunities to develop their language. 'Welcome books' for prospective parents are translated into different languages, like Russian. This shows that staff have made considerable adaptations to make certain all children and their families can communicate effectively.

Staff enable children with additional needs to be fully included. This is because staff are equipped with relevant knowledge and supporting resources that enable this to happen effectively. Children make good progress and are prepared for their next steps in their learning this happens because the setting has established good systems to exchange information with schools. Observations of children going on to school are shared with reception teachers who liaise closely with pre-school staff.

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

Staff have made good connections with both the children and their families and this means that strong bonds ensure that children develop well. Children are comfortable in their surroundings and they confidently approach staff with questions and ask for support. Key persons take responsibility for planning, particularly to seize the potential learning of the children they monitor. This means that children are given personalised attention that informs the general themes of the setting, consequently children are learning in a well-balanced environment that has been tailored to boost their development.

Staff promote children's independence well. For example, when children know the words to a story they are given the opportunity to 'become teacher'. Children confidently, with the help of staff, read the story to the whole group. Children learn that they can participate in responsible jobs and that their efforts will be recognised and praised. This boosts their social and emotional development.

Children dress up and play games that involve imagination and creativity; staff consistently promote this area of learning. They teach children to extend their thinking and are good role models. Staff teach children to tidy the resources as they play. This helps children to learn keep themselves and others safe. Children behave well, overall. Staff are positive role models and use praise and encouragement to enable children to learn right from wrong.

Staff enable children to learn about healthy lifestyles. Children wash their hands independently with pictorial support to remind them of the procedure. They do this before snack and after if they need to. The setting has the highest local authority rating for its hygiene standards. "Sneezing Stations" are set up where children are given clear procedures and resources to independently take care of their personal hygiene. When staff witness the successful use of this they praise children's efforts and this builds a sense of self-reliance. Children need to be supervised to use the toilets as these are shared with the school and staff manage this well.

Snack time is always a healthy option. Staff promote the benefits of a healthy diet at snack time and at lunch time. At lunch staff sit with the children to eat their lunch, the opportunity to discuss healthy foods. For example, staff say "bananas are really good for you, so is all fruit". They are keen to ensure that children are learning at every opportunity.

All staff have a good understanding of how to make sure children are kept safe. Procedures and upkeep of the daily risk assessments mean that children learn and develop in a safe environment.

Outside staff monitor the play to make sure that children are given the space they need to stay safe. Soft, protective buffers are placed around the shelter supports to protect children from injury. Links with the school and other local settings are established and this makes certain that children are fully supported in their transition to their next stages of

their development.

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

The manager ensures that staff use effective methods of observation and assessment of individual children to make certain that children make good progress in all areas of learning. Planning to meet children's needs are essentially the key workers' responsibility and the manager works hard to ensure that this is effective.

The implementation of safeguarding procedures is completed efficiently and these are embedded in the staff knowledge and their practice. Staff have a good understanding of what to do if they are concerned about a child. Risk assessments are rigorous and staff take part in the daily procedure. Robust systems are in place to implement the policies that underpin the provision and this allows a clear process to be followed.

The self-evaluation is undertaken through staff meetings and informal discussions with staff and parents. Parents' views are taken into account. For example, the snack time routine was changed following parents' comments. Staff are supported in their roles. Regular appraisals and supervisions mean that staff are given the opportunity to suggest ways to improve their practice. Training is offered to all staff to continue their professional development. There are thorough systems in place to recruit and vet staff to help ensure their suitability. This is because the manager and committee have rigorous methods in place to do this effectively.

There are links and connections with local settings. Staff follow recommendations of other professionals to support children's development and ensure an inclusive environment. The management have a good understanding of their responsibilities to meet the learning and development requirements.

Partnerships with parents are well established and the manager implements new ideas to sustain these relationships. 'Play days' are arranged so that parents are able to gain an insight to how the setting runs and observe their child at play. The setting is well supported by a committee of parents that work together with the manager to make certain the environment is ideal for children to learn and develop.

## 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>	EY313933
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	828025
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Winton Pre School Committee
<b>Date of previous inspection</b>	22/01/2010
<b>Telephone number</b>	01264 337153 or SL 07747328968

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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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