

Swindon Academy Pre School

Swindon Academy, Alton Close, SWINDON, SN2 5HF

Inspection date

Previous inspection date

11/03/2014

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

- The quality of teaching is good and staff have high expectations for all children. They carefully and accurately monitor children's development and use this information to provide interesting experiences for each child so that all progress well.
- Staff are especially skilled in supporting children's social and emotional development. Staff are warm and attentive so that children feel secure and gain confidence to explore their surroundings.
- Staff encourage children to explore their surroundings, play creatively and find their own solutions to problems.
- Staff make children's safety their highest priority. They have a thorough understanding of their role in protecting and supporting the children in their care.

It is not yet outstanding because

- Although staff support children's language development well overall, they do not always speak slowly and clearly enough to help children hear and understand as well as they could.
- Staff generally encourage parents to be involved in their children's learning. However, some of the information they provide for parents is difficult to understand and does not explain clearly how parents can support their child's learning at home.

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 teaching and learning inside and outdoors.
- The inspector spoke with staff and children throughout the inspection.
- The inspector held a meeting with the management team.
- The inspector sampled records and documents, including evidence of staff suitability, policies, children's records and planning.
- The inspector spoke with several parents and took their views into account.

Inspector

Rachel Edwards

Full report

Information about the setting

Swindon Academy Pre-school registered in 2013. It is located within a room in Swindon Academy in Penhill, Swindon, Wiltshire and is part of the school structure. It is managed by the school management team. The pre-school operates on weekdays throughout the year from 8.30 am until 11.30 am. There is direct access to outside play. The pre-school is registered on the Early Years Register and accepts children who are two years old. The pre-school receives funding for free early education for two-year-olds. There are currently 12 children on roll, some of whom have special educational needs and/or disabilities. The manager is a qualified teacher and holds Early Years Professional Status. Three other staff work with the children and all hold early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- Enhance the support for children's communication and language development by making sure that staff always speak slowly and clearly to children.
- Further encourage parents involvement in their children's learning by making sure that any written information is clear and helps parents understand how they can support their children at home.

Inspection judgements

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

Teaching in the pre-school is good. The qualified teacher leads her team of experienced and enthusiastic staff ably, to support children's learning and development very well. Staff obtain a wealth of useful information from parents before children start so they know their capabilities. Staff carefully observe children's play so they can record children's progress over time. They are especially observant in noting how children play and any particular interests they have. Staff hold regular planning meetings and use this information to plan and adapt activities. They target these at individual children and what they need to learn next. For example, they note a child's interest in wheels so introduce other activities that involve spinning or rotating, so the child can thoroughly explore the concept. Making connections like this helps children's brain development.

Staff record children's progress, with well-illustrated examples, which they regularly share with parents. Once all children are settled, staff invite parents to stay and play on 'Terrific Tuesdays'. Many parents attend these and it gives them an excellent opportunity to see how their children are learning through play. Staff have produced parent leaflets on

children's learning but these are not easy to understand and may discourage some parents from supporting their child's learning at home.

Many of the children enter the pre-school with poorly developed communication skills. Staff generally support children's communication and language skills very well so that children make good progress and begin to catch up. Staff plan listening activities every day, such as distinguishing different sounds. There are lots of rhymes and singing and staff frequently burst into song, for example to remind children to wash hands. The children join in enthusiastically. This helps children's speech development as they hear the form and rhythm of language. Staff have created many cosy places both inside and outside, using canopies and cushions. Children like to go into these enclosed spaces and talk with adults or other children. Staff play alongside children and describe what they are doing, modelling how to speak and introducing new words. However, staff sometimes speak too quickly so that children cannot hear clearly what they say.

Staff provide many interesting materials and experiences for children to explore so that children become engrossed in their play. They spend a long time pouring gravel down a flexible tube. They are fascinated as it rumbles down, sometimes getting stuck on the way. A member of staff sensitively supports their play without interrupting. She helps another child join in so they learn to play cooperatively and shows how to catch the gravel on a sheet so it can be poured back into the tray. Staff are skilled at extending children's play. They note children covering their heads with scarves and develop the theme by draping a parachute over the climbing frame. A member of staff encourages children to think how she might fit into the play space. The children decide they need to throw out the cushions to make room. They are encouraged, from this very young age, to think creatively and solve their own problems.

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

Staff are skilled at settling children quickly in the pre-school. Staff know all the children very well, not just their own key group of children, for whom they have particular responsibility. They understand their family backgrounds so they can talk to the children about things that are important to them. This helps the children feel secure and form strong attachments, giving them confidence to explore their surroundings and become independent. Staff create a stimulating environment where there are interesting resources that children can reach for themselves and develop their own play. Children enjoy exploring different sounds and textures as they experiment with percussion instruments or dig in the mud. Staff encourage their curiosity by providing magnifiers to look closely at things, and other resources that children can move and use in different ways, such as pipes and large crates.

Staff help children learn how to behave considerately. They are always on hand to encourage children to share or be kind to others. They use lots of positive phrases, such as 'happy choices' and 'kind hands', which these young children understand. Staff use picture cards to reinforce what they are saying. Parents say they appreciate the advice staff offer on managing behaviour at home, and this positive, consistent approach means

that children behave very well.

Staff provide children with a range of healthy snacks and encourage them to try different tastes and textures so they learn to eat well and enjoy meal times. They fully accommodate any special dietary requirements so that everyone feels included. Children begin to understand the importance of good hygiene and helpfully pass round fresh flannels so they can clean their hands and faces before and after they eat. Children demonstrate their growing independence as they eagerly have a go at pouring their own drinks. Children are physically active either climbing indoors or choosing to play outside. Staff encourage them to explore and recognise their own capabilities so they learn to play safely.

Staff focus very strongly on developing children's language, social, emotional and self-care skills. This means that children become cooperative, confident and independent individuals who are able to communicate their needs and ideas. This prepares them very well for moving on to the school nursery unit or other settings.

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

The academy recently established the pre-school for two-year-olds as it recognised the high proportion of children starting in the nursery at three years old with poorly developed social and language skills. The pre-school is led by a qualified teacher/early years professional and she uses her expertise to role model high quality teaching to her experienced and capable staff team. Staff are eager to continue developing their skills and the academy supports their professional development effectively. They have regular supervision meetings and an ongoing programme of training to continue improving their already good practice. There are close links with the rest of the school, so there is continuity in children's care and learning. The management team anticipate that this early intervention in children's learning will have a positive impact on children's attainment as they move through the school.

Staff have a thorough understanding of the procedures in place to safeguard children. They have all received training on child protection issues and express confidence in raising any concerns with the management team or external agencies if necessary. Staff record all accidents and injuries that children arrive with and review these, which helps protect children's welfare. There are robust recruitment procedures in place to help ensure staff are suitable to work with children. This includes carrying out required checks with the Disclosure and Barring Service. Staff assess potential hazards and take appropriate action to minimise any risks. For example, they practise 'Lock down' procedures in case there is a need to protect children from an external danger. Risk assessments include individual children. For example, all staff are made aware of any medical conditions children have and what they need to do if the child becomes unwell.

The management team value the opinions of parents, children and staff in helping them create a successful pre-school, where children learn in a safe and caring environment.

Staff regularly seek parents views and record these in a 'Parents' voices' journal. They act on suggestions, such as changing the entrance to improve children's safety. Staff carefully note children's interests and include these routinely in the provision so that children learn their views are heard and valued. The staff and management value the input from the local advisory teacher in helping to identify areas for improvement and draw up an action plan. This is reviewed each week to ensure actions are completed and the setting continues to improve.

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	EY466872
Local authority	Swindon
Inspection number	934816
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	12
Number of children on roll	12
Name of provider	United Learning Trust
Date of previous inspection	not applicable
Telephone number	01793426900

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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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