

Wargrave Pre-School

Recreation Ground, off East View Road, Wargrave, Berkshire, RG10 8BH

Inspection date	04/03/2014
Previous inspection date	14/03/2011

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

- Children enjoy a broad range of activities indoors that support their learning and development in all seven areas.
- Staff know the children well and can therefore plan effectively for them, assess their progress accurately and support their ongoing learning.
- Children engage well in their activities and consequently they are making good progress in relation to their starting points.
- Children are happy and behave very well. They understand their daily routines and staff expectations. Children make friends easily.

It is not yet outstanding because

- Although children use the outdoors regularly, there are fewer opportunities made to take more of the activities enjoyed inside to the outdoors.
- Staff are not always proactive to remind children about the importance of listening to one another during group times.

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 children in their play and in their interactions with staff, both indoors and outside.
- The inspector spoke to staff, the chair of committee, children and parents.
- The inspector sampled the pre-school's documentation and children's development records.
- The inspector read and took account of the pre-school's self-evaluation form.
- The inspector joined the manager in a joint observation activity.

Inspector

Aileen Finan

Full report

Information about the setting

Wargrave Pre-School registered in 1980 and is a registered charity run by a parent committee. It operates from the Youth Centre within the recreation grounds of Wargrave village. The group have sole access to the premises during opening times. The pre-school has access to the main hall and side room and an outdoor area. The pre-school opens each weekday during school term times. Sessions are from 9.15 am until 12.15 pm each day and 12.15pm to 2.45pm on Monday, Tuesday, Wednesday and Thursday. The pre-school is registered on the Early Years Register. There are currently 46 children on roll aged from two years to the end of the early years age range. The pre-school offers funded provision for children aged two, three and four years of age. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and those children speaking English as an additional language. The pre-school employs six staff, of which five hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- promote children's curiosity and exploration further by using the outdoors as a resource, taking more activities enjoyed inside to the outdoors
- help children to understand the importance of listening to one another's ideas and suggestions, by reminding children about the pre-school golden values including 'listen to each other'.

Inspection judgements

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

The pre-school offers a stimulating environment for children and provides a wide variety of learning opportunities that span all seven areas of learning. Children have fun and are eager to join in. They have currently enjoyed watching chicks hatch. Children talk about the hatching process. They are eager to help clean out the incubator cage and describe words such as 'hen', 'beak', 'egg' and 'peck' as they chat together.

Staff demonstrate a very good understanding of the learning and development requirements for the Early Years Foundation Stage. They are confident in their teaching and interaction skills. For example, during a sounds and letters activities children offer their suggestions for 'O'. As they do, staff extend children's learning to broaden their imaginations and curiosity as well as supporting their language and speech. For example, as children name 'ostrich' they learn that ostriches run fast but cannot fly. Children learn

that not only does 'otter' start with the same sound but that otters live in rivers. As children play with dough, they talk about Shrove Tuesday. Staff talk about the day and fillings they may have with their pancakes. Children are eager to name their favourites. Children make their own pancakes from the moulding dough and practise flipping these, again extending language such as 'flip', 'round', 'flat' for example.

Staff have a secure understanding of children's progress because they are aware of children's starting points. They make thorough observations, tracking children's progress and making precise assessments of children's achievements. Overall, children are making good progress in their learning and have positive relationships with their key person. Children's progress is shared regularly with parents through parent-staff consultation meetings and ongoing discussions. Effective systems are in place to share the progress report, which must be completed for children aged between two and three years of age. Parents are starting to contribute to children's development records, which further supports home-setting partnerships and consistency in children's learning.

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

Children are very happy at pre-school. They enjoy a broad range of play resources and activities, which promote their learning. They can access their toys and resources easily. Children behave very well. They understand the routines of their day and staff expectations. Overall, staff are proactive in promoting children's awareness of the 'golden values', which support the ways that children learn to respect their toys, take turns and help to tidy up for example. However, during group activities, children are so excited and eager to join in and offer their suggestions, that sometimes they forget about the 'golden value' for 'listening to one another'. This means that occasionally, group times can become a little noisy and staff may not always hear quieter children's contributions. Nevertheless, overall staff plan very well for group times and these activities provide children with various opportunities to extend their learning and develop self-esteem and confidence.

Children have warm relationships with staff and with one another. They play happily together. The key person system is well established. Staff know the children well. This means that children feel safe and content in the care of those looking after them and staff interactions help them to feel emotionally secure. Children are content and confident to play on their own or in small groups. They make friends easily. Children take on individual responsibilities, such as 'helper of the day'. They ring the bell for 'tidy up time' confidently. Children are willing to contribute to this, which again demonstrates the respect they have for their environment.

Children have daily opportunities to play outdoors. The outdoor environment has recently undergone vast improvements and funding is in place for new resources. For the main part of the day, children freely choose to play indoors or outside. They are confident to put on, take off and hang up their coats and staff help those less able to put on hats and gloves. Children enjoy playing outdoors and staff provide a range of activities for children to support and promote their learning in all areas. As a result, children benefit from fresh air and physical exercise and their physical, social and emotional development is promoted

well. However, staff are less proactive in utilising resources and activities that children enjoy indoors and to take these in to the outdoors to benefit children of different learning styles. Nevertheless, overall all children are developing securely and show that they are ready for the next stage in their learning.

Children are learning about their self-care routines. They understand the importance of washing hands prior to eating. Staff follow their own hygiene practice effectively. They clear tables and disinfect these prior to children eating. Staff promote children's independence by enabling children to help them prepare snack. Children find their name cards prior to sitting down for snack. They make their selections for snack and pour their own drinks. Staff understand and adhere to children's dietary needs, preferences and allergies. They check children's lunchboxes to ensure the well-being of all children, especially those with allergies. Both snack time and lunches are sociable occasions that support children's personal, emotional and social development well.

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

Staff at the pre-school demonstrate a strong understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff have completed safeguarding children training as part of their induction and most have completed additional child protection training. They are aware of the procedures to take should they have a concern about a child in their care. The pre-school implements robust policies and procedures, which staff adhere to in their daily practice. These policies are shared with parents and therefore they understand the procedures that support children's health and well-being. Risk assessments of the environment, and ongoing daily checks both indoors and outside promote children's safety. Ratios of staff to children are adhered to, both in the pre-school environment and when on outings, for example to the local park and woodland areas close to the pre-school building. Systems for recording children's attendance, accidents and medication are secure.

The leadership and management of the pre-school is effective. Staff and members of the committee have a secure relationship, which supports the smooth running of the pre-school. The lead supervisor utilises her time well, in order to support children's learning and to fulfil her management responsibilities. The chair of the committee has a solid understanding of her roles and responsibilities to promote the welfare of the children attending. Recruitment and induction procedures and the systems for the supervision and training of staff are robust. This means that the adults working with the children are suitable to do so. Systems are in place to ensure the ongoing suitability of staff.

Staff morale is high and staff comment that they are happy working at the pre-school, which offers them a range of opportunities to support personal development. Staff demonstrate a good understanding of the learning and development requirements. They have a secure knowledge of children's starting points and interests. Monitoring of children's progress is consistent and staff are confident to make timely interventions to support children's development if needed. Staff plan well for children's next steps in

learning. Partnerships with feeder schools, local authority and other professionals working with the children needing additional support are well established. Overall, children are making good progress in relation to their starting points.

Staff have a positive relationship with parents, who are happy with the care their children receive. Parents state that staff are very supportive and are always eager to discuss children's development. Parents comment that they are keen to attend consultation meetings to find out about the progress their children make. Parents of children attending, who also have children who have left the pre-school describe the smooth transitions for children moving on to school. Staff seek parents' opinions through questionnaires. Responses are again positive, describing a welcoming atmosphere, so much choice for children, and a strong commitment of staff. The pre-school has effective systems for evaluating their priorities. They are confident in highlighting their strengths and steps taken to address minor weaknesses, including the improvements to the outdoor area, displays and visual aids for children. The management team, staff and committee have clear priorities for the future.

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	148692
Local authority	Wokingham
Inspection number	952398
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	46
Name of provider	Wargrave Pre-School Committee
Date of previous inspection	14/03/2011
Telephone number	0118 9403127

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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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