

Priory View Pre School

The Church of Nazarene, Queen Mary Avenue, Moordown, Dorset, BH9 1TQ

Inspection date	12/05/2014
Previous inspection date	29/09/2009

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

- Management and staff provide a safe and secure environment where children enjoy playing and learning.
- Children make good progress in their learning. This is because experienced staff know them well and teach them effectively.
- Children respond well to the positive encouragement they receive. Consequently, children are enthusiastic, motivated and self assured.
- Staff resource the garden well, therefore, children enjoy moving freely between indoors and outdoors.

It is not yet outstanding because

- Staff do not consistently provide individualised activities to fully support children who are learning English as an additional language.
- Staff miss opportunities to help children become more familiar with words and letters as they play. Therefore, they do not fully extend children's early reading and writing skills.

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 activities indoors and outdoors.
- The inspector conducted a joint observation with the two managers.
- The inspector held meetings with the joint managers and spoke with parents, staff and children.
- The inspector looked at children's assessment records, planning documentation, policies and procedures.
- The inspector checked evidence of staff suitability and qualifications, and the provider's self-evaluation form and improvement plan.

Inspector

Marilyn Joy

Full report

Information about the setting

Priory View Pre-School registered in 2005. It is privately owned. It operates from the hall at the Church of the Nazarene in the Moordown area of Bournemouth. The provider has sole use of the premises during operating times. There is a secure, enclosed outdoor play area. The pre-school is open Monday to Friday from 9am until 1pm. This includes a lunch club. The pre-school is registered on the Early Years Register. There are currently 39 children on roll. The provider receives funding for the provision of free early education for children aged two, three and four years. The pre-school staff care for children with special educational needs and/or disabilities, and children for whom English is an additional language. There are six staff who work with the children. Of these, two staff hold qualifications at level 3 and the remainder hold qualifications at level 2.

What the setting needs to do to improve further

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

- strengthen the range of activities provided for children who are learning English as an additional language, to further develop their communication and language abilities
- extend children's early reading skills further through the use of more writing tools and opportunities to observe words and letters around them during play.

Inspection judgements

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

Children make good progress in their learning because teaching is effective. Staff interact well with children and encourage lots of talking. Therefore, children engage in good levels of conversation with staff and one another. Staff are fully engaged in children's activities and spend time with their key children each week. They introduce activities to help children move forward in their learning. This includes helping children who are learning English as an additional language. Staff make sure that these children are fully included and participating in activities. However, they miss opportunities to create more individualised experiences and, therefore, do not consistently promote children's language abilities. Overall, staff encourage children's communication and language skills well. They encourage children to talk about what they are doing and ask useful questions to challenge their thinking.

Staff introduce activities well at the beginning of the session as children come together for circle time. For example, they explain that painting is available with small paint brushes

and toothbrushes to create different effects. In addition, staff explain that children can also experiment outside with different brushes and water. Children thoroughly enjoy these activities and become extremely engrossed in what they are doing. Staff extend the painting activity effectively by encouraging children to mix colours and use other resources to make patterns. Consequently, children identify the names of the shapes they are using. They also learn new words to describe how they are swirling the paint around to create a circle. Staff effectively use simple games to encourage children's independence and observation skills. For example, they teach them to match pairs of shoes as they put them on. Meaningful and practical activities, such as these, successfully help children to develop their mathematical knowledge as they play.

Children enjoy experimenting with shapes and drawing which prompts staff to get out the stencils. Children develop their early writing skills as they carefully draw around the animal shapes. Sometimes staff encourage children to add their names to their pictures. However, this is not always consistent. Children thoroughly enjoy pretend play and become fully engrossed with pretending to be at a hairdressing salon. Some confidently explain that they are in the queue, while others pretend to be the hair stylist. There are plenty of hairdressing tools for them to experiment with. However, staff do not always take full advantage of children's interest by adding extra resources to maximise their learning. For example, there are no notices or hair magazines for children to look at, or pencils and paper so they can book a pretend appointment. Consequently, staff miss opportunities to teach children that books, words and writing are an important part of everyday life.

Overall, staff plan a broad range of activities and promote children's learning effectively in all areas. Children learn a good range of skills when cooking and making sandwiches. They develop their mathematical skills as they measure the ingredients. They refine their hand-to-eye coordination as they spoon out ingredients and cut up their sandwiches. Children learn about the world around them as they hunt for insects and snails in the garden, and examine them with magnifying glasses. Staff encourage children to follow their interests and express themselves freely. Staff regularly observe children and use this information to plan their next steps needed in learning. They complete a detailed review of children's interests and abilities when they first attend, and discuss this with parents. Staff also complete the required progress checks for two-year-old children. Monitoring and assessment processes help staff to identify children's starting points and individual developmental needs. This helps them plan for children's progression and identify where children will benefit from additional help.

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

Children are extremely happy and settled at the pre-school. They arrive confidently, find their name on the board and quickly settle to activities of their choice. They are familiar with the daily routines and know what staff expect of them. For example, they help to tidy up and put the toys away before they have their lunch. Children know where the toys go because there are picture labels on the boxes. However, there are fewer labels that include words. Therefore, staff miss the opportunity to encourage children to link words

and pictures as they choose what they want to play with. Overall, routines are consistent and staff encourage children to follow these well. Consequently, children know they need to wash their hands before they sit down to eat. Staff promote children's growing independence well and encourage them to manage tasks for themselves. For example, children find their coats, and put them on, when they want to go outside. Staff help children learn right from wrong by providing clear boundaries and expectations. They present positive role models to children. For example, they say 'please' and 'thank you', and encourage children to do the same. Staff show children how to use the sand timer. This helps them learn how to take turns, share and behave well. Children benefit from effective teaching which helps them develop the skills they need for future learning and the move to school.

Staff promote children's awareness of adopting healthy lifestyles. They provide nutritious snacks and encourage parents to provide healthy foods at lunch times. Staff are fully aware of children's individual dietary requirements and ensure snacks, and cooking activities, comply with these. The garden is imaginatively resourced and available every day. This encourages children to play in the fresh air and develop their physical skills. Children use large equipment and have more space to move around. They balance along planks and as they move from one log to another. Overall, staff provide children with plenty of resources to fully support their all-round development, indoors and outdoors.

Children are extremely settled and self-assured because they are comfortable and at ease with staff. Each child is allocated a member of staff who is their key person. The key-person's role is to get to know children well and ensure they meet their individual needs. This includes helping them to settle when they first attend and getting to know what they enjoy. Staff build on children's confidence and teach them about staying safe. They show them how to use equipment safely and to be careful of one another as they play. Children respond well to these explanations. They are extremely caring and thoughtful in their play. For example, when a child needs a tissue for his nose, his friend quickly offers to get one for him. Children are kind and caring because staff promote their emotional well-being effectively.

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

The pre-school is well organised. Managers and staff have a clear understanding the requirements of the Early Years Foundation Stage. They have worked together for a number of years and fully understand their roles, and responsibilities. Consequently, sessions run smoothly and children benefit from the experienced team who care for them. Managers regularly review the daily operation of the pre-school. They also update policies and procedures accordingly. They use robust recruitment and employment procedures. This helps them to ensure staff are suitably qualified and trained for their roles. An appropriate safeguarding policy is in place and managers are clear about notifying Ofsted of relevant safeguarding matters. Staff are currently updating their safeguarding knowledge. Consequently, this ensures they have a clear understanding of child protection issues and know what to do if they have concerns about a child in their care.

Staff are knowledgeable in their roles and meet children's care needs well. The premises are secure and no person can enter without the approval of staff. Visitors are supervised at all times. Staff are vigilant in supervising children as they move around the play areas. Consequently, children play freely and staff respond quickly to any accidents or incidents. Therefore, children are well cared for, safe and secure at the pre-school.

Managers are keen to maintain good quality care for children. They regularly review practice at staff meetings and through individual staff appraisals. Additionally, the staff team has recently completed a local authority quality assurance scheme. Managers respond well to feedback from early years advisors and implement actions plans to secure improvement. They have also addressed the recommendations raised at the last inspection. For example, staff have reorganised the daily routine so that children have more time to make choices and direct their own play. They have changed the snack time routine so that children do not spend lots of time waiting. Now they can decide for themselves when they are ready for a drink and something to eat. Consequently, these improvements help the children to become more independent in readiness for school. Staff regularly monitor and assess children's experiences. This helps them to ensure that children consistently make good progress in their learning. Staff maintain up-to-date records and share these with parents. Overall, parents are well informed about children's learning and care at the pre-school. Parents appreciate how happy and settled their children are. They know who their child's key person is and value the opportunity to speak with them at any time. Staff work closely with parents and other professionals to ensure children receive the support they need. For example, staff liaise with other settings that children attend and also with speech therapists. This helps to ensure that children receive continuity in their care and learning.

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	EY389164
Local authority	Bournemouth
Inspection number	967507
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	39
Name of provider	Keith Michael James Wright
Date of previous inspection	29/09/2009
Telephone number	07946343281

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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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