

Pennington Village Pre-School

C/o Pennington Village Pre-School,, Priestlands Road, Pennington, Lymington, Hampshire, SO41 8HX

Inspection date	26/06/2014
Previous inspection date	24/02/2009

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

- The pre-school has very competent leadership and a high level of organisation to fully meet all regulations. This demonstrates a strong dedication in meeting the individual needs of children attending.
- There are secure systems to safeguard children and to ensure the suitability of staff. The setting works very closely with relevant agencies to support children and their families.
- Staff maintain high ratios of adults to children at all sessions and they are consistently well-deployed. This enables all staff to engage with children and spontaneously follow children's individual play ideas.
- There are thorough systems in place to enable key person staff to liaise with parents and this supports them in assessing and promoting children's individual development across all areas of learning.
- Children have a diverse range of learning opportunities and ample free-play which enables them to continually make choices during indoor and outdoor play and extend their experiences.

It is not yet outstanding because

- There is less focus on managing all children's needs during busy transition times, which results in higher levels of noise and some younger children becoming unsettled.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector showed identification documents on arrival and planned the inspection with the manager.
- The inspector observed activities and daily routines during indoor and outdoor play.
- The inspector spoke with parents, staff and children.
- The inspector jointly observed and discussed an activity with the manager.
- The inspector viewed a range of documentation.

Inspector

Christine Clint

Full report

Information about the setting

Pennington Village Pre-school is managed by a voluntary committee of parents. It opened in October 2003 and operates from a school building in the grounds of Pennington Infant School, near Lymington in Hampshire. Facilities include two large rooms and an outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend during term time only for five days a week. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. Lunchtime provision is also available from 11.45am to 12.30pm. Children can attend for a variety of sessions.

There are currently 71 children on roll in the early years age range. The pre-school supports children with special educational needs and/or disabilities. Staff also support children learning English as an additional language. The pre-school receives funding for early education for children aged two, three and four.

There are 11 staff including the manager who is supernumerary. The manager has Early Years Practitioner status and the majority of staff hold level three National Vocational qualifications in childcare and early years education.

What the setting needs to do to improve further

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

- promote younger children's emotional and social development by improving the organisation of routines to meet their needs during busy times.

Inspection judgements

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

The pre-school manager and staff successfully provide a wide range of activities and learning experiences for children and these fully meet children's age and stage of development. Staff demonstrate continual and close involvement, they competently engage with children during adult initiated activities and during child-led play. For example, children have freedom during outdoor play in the garden to pick herbs and fruits. Staff encourage them to taste the blackcurrants as well as the raspberries. Children increase their vocabulary by learning words to describe the sharp taste of blackcurrants. Children spontaneously pick the herbs and flowers; they mix these with water and add mud and bark to their soup. They use whisks to mix and they are entirely engrossed in this practical experiment and relish the opportunity for following their own ideas. This clearly increases children's confidence and capability. Staff have included basil with the play dough and they encourage children to smell and taste this. Children talk about the

smell and relate this to eating pizzas. They make small cakes and use jewels from the resources nearby to add on the top for decoration. Children use language well to describe their creative thoughts and they interact with each other continually.

Children have a full range of learning opportunities during outside and inside play. They dig in the large sand pit and fill containers, learning how to empty these again. Children recognise and say that the sand will not make castles because it is too dry. Children have water play and role play areas. They can carry out mark making or paint the fence with water at times. Staff plan craft activities according to current events and children have made their own replicas of 'world cups' to link with the football world cup event. Children learn how to use tools and join items with glue and spread glitter. They use construction toys to make robot guns and count with staff when they add further pieces. Staff interact well with children to encourage their thinking, they use appropriate open-ended questioning and older children respond well. These activities strongly increase children's independence and their physical capabilities. Staff also engage well with younger children during their free choice of activity and this relaxes children and promotes shared communication, which fully supports children's developing language skills. However, during times of tidying the toys when the noise level rises, some younger children become unsettled and there is less focus on their individual learning needs.

Children eagerly join together to play because staff stimulate and motivate children through their focused levels of interaction. For example, children keenly use the tablet computer while other children watch and learn. They are fascinated with the various programmes that change colour and use bubbles across the screen. Children show interest in technology generally and show that they competently understand how to use a mouse and move the cursor. Consequently, children are clearly moving forward in their understanding and ability to keep pace with changing technology.

Staff provide craft activities that enable children to use colours and print with sponges. Children show they can make patterns by printing these repeatedly. This practical mark making skill increases children's early writing skills. They learn to recognise their written names throughout several daily routines and as children grow they develop their mark making skills and form the letters of their name.

Staff follow children's play ideas thoroughly and encourage children to extend activities. They record detailed observations to demonstrate how children make progress in their early and later learning. In this way staff use their knowledge of individual children's to record ideas for children's next steps in development. This helps key person staff to build an effective record of children's progress and they include written summary assessments for parents when children are between the age of two and three years. Staff also provide a clear assessment when children complete their time in the setting and share this with the school. Staff use information from parents at the start to gauge children's level of development and this helps staff to meet children's individual needs. There are close links with specialist agencies to support any children with individual learning needs. Staff also effectively use words in children's home language as labels throughout the setting. They encourage parents to share meaningful words at the start and this supports children in following daily routines. Parents mostly liaise verbally with staff to share ongoing information; they see their children's records of learning every term. The manager uses

detailed wider processes of assessment to help staff narrow any gaps in children's achievements.

The pre-school shares the same site as the local school and children develop their knowledge of school through several regular routines. They sharing the playing fields for outdoor activities and the pre-school manager to works closely with the teaching staff to build children's confidence levels through regular afternoon visits. This fully prepares children to move forward in their learning and prepare for attending school.

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

The pre-school has dedicated key person staff and this system clearly enables staff to plan and organise individual learning from the start. Staff gain early information about children's development and their capabilities through recording details that parents provide. Staff show thoughtful and sensitive responses and provide close reassurance for children to promote their personal and emotional development. This gives all children opportunities to increase their trust and form secure attachments. There are well-organised arrangements with parents for settling children. Staff are closely involved with children's play and they instantly respond and use their knowledge of individual children to extend activities. Staff vary activities throughout the session and introduce fresh resources at times to motivate and stimulate children. They continually use suitable questions and interaction with children of all ages. The freedom to choose activities for most of the session motivates children's growing independence and fully encourages their confidence. Staff are successfully deployed at all times during activities and this promotes children's positive behaviour because staff remind children to consider each other's needs. Although at busy, noisy times, some younger children have less confidence and staff do not fully meet their emotional and social development needs.

Children have a diverse range of learning opportunities and ample free-play which enables them to continually make choices and increase their all-round development. This includes daily and frequent opportunities for promoting physical development, especially during outdoor play. Children use the wider school playing fields with staff every day and they have more space and opportunities to run, they also use the school equipment, for example, learning to balance on the tyres. Children have close supervision and continual staff involvement when using the playing fields and this supports and encourages children's growing strength and capabilities. In this way children learn about a healthy lifestyle. They also carry out hygienic routines for hand washing and they learn how to manage their own personal care. Staff introduce personal care routines for younger children and maintain hygienic routines for nappy changing. Children choose when to have snacks and learn how to help themselves to healthy options of prepared fruit. They increase their skills of managing by staying for lunch and feeding themselves whilst socialising with each other.

Staff promote safety throughout all activities and routines, and they encourage children to understand about risks and hazards. Children swiftly learn to negotiate the steps to the outside play area. They learn to manoeuvre the wheeled toys during outdoor play and

staff encourage children to understand how to use resources. For example, younger children learn about the dangers of throwing sand in the large sand pit because staff explain how this will hurt other children's eyes. Children take part in regular fire drills to increase their understanding of fire safety and staff prepare them well to ensure they recognise the sound of the alarms. The pre-school also monitors all departing children to ensure they understand the importance of waiting for parents to maintain their safety.

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

The manager shows competent leadership and a high level of organisation. She maintains a strong commitment to meeting the requirements for children's learning and development. She works diligently with all staff to ensure that children continually achieve and make good progress across all areas of learning. Children's individual learning records show clear progress and the manager has included a detailed, wider analysis to show any gaps in the provision.

There are rigorous procedures for safeguarding children, and for checking the suitability of staff to work with children. Once employed, staff sign every year to confirm their suitability. The manager has a fully planned induction system and she includes annual appraisals for all staff. There are high levels of staff continuity, and this promotes good team work and shared aspirations for the children. The pre-school has a full range of policies and procedures and this includes a clear safeguarding procedure. Staff have high levels of awareness in recognising any symptoms of concern and there are very close relationships in place with relevant agencies to support families attending. All staff have attended child protection training. Staff are dedicated to maintaining safety at all times and they follow the risk assessment processes daily to provide a safe and secure environment. They follow highly organised routines for deployment and staff have clearly designated daily responsibilities.

The manager has provided a thorough, detailed self-evaluation to cover all areas of the provision and this supports the manager's strong understanding of providing evidence to support all areas of the regulations. Staff are dedicated and committed to continually evaluating the provision and planning for improvements. They have clearly followed the recommendations of the last inspection. There are very regular staff and committee meetings, and effective systems to evaluate many areas of the provision.

There is ample information available for parents and staff welcome all parents into the pre-school at all times. There are organised events every term to encourage meetings between key person staff and parents. The manager and staff show strong knowledge and experience in recognising children's individual needs and they know how to seek support and guidance where necessary.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY272703
Local authority	Hampshire
Inspection number	833393
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	48
Number of children on roll	71
Name of provider	Pennington Village Pre-School Committee
Date of previous inspection	24/02/2009
Telephone number	01590 610925

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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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