

The Sombornes Preschool

Community Centre, Romsey Road, Kings Somborne, STOCKBRIDGE, Hampshire, SO20 6PP

Inspection date

10/07/2014

Previous inspection date

09/02/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff have close, trusting and respectful relationships with all the children which promotes children's emotional and social development.
- A wide range of stimulating and appropriate activities is available to the children inside, outside and away from the setting to enable children to learn and develop well.
- Staff are good role models to the children, who listen attentively to adults, behave well and show kindness by sharing and helping each other.
- A positive partnership with parents means information is shared which helps staff meet children's care and learning needs.
- Robust measures are in place to drive improvement through realistic action plans.

It is not yet outstanding because

- Staff do not always use consistent messages to help children learn about their own safety and that of others while playing indoors.

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 spoke to staff, parents and children.
- The inspector toured the premises inside and outside.
- The inspector sampled documents and children's records.
- The inspector observed children during their activities and routines.

Inspector

Margaret Dobbs

Full report

Information about the setting

The Sombornes Pre-school registered in 2011. It is a community group run by a voluntary committee. The pre-school operates from the village hall in Kings Somborne, near Romsey in Hampshire. Children come from the surrounding rural community. They have the use of a large hall, an outside play area and toilets within the building. The pre-school opens on Tuesdays from 9.15am until 3.15pm, Wednesdays 9.15am to 1.15pm, Thursdays 9.15am to 3.15pm and Fridays from 9.15am to 12.15pm. The pre-school is registered on the Early Years Register. There are currently 23 children on roll. Staff support children with special educational needs and/or disabilities and children who have English as an additional language. There are currently four members of staff working with the children and they all hold relevant National Vocational Qualifications at level 3. The manager also has a level 4 qualification.

What the setting needs to do to improve further

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

- strengthen opportunities for children to learn about their own safety through providing consistent messages about moving safely and slowly inside to avoid tripping hazards.

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 learning and development requirements of the Early Years Foundation Stage. They provide a range of stimulating activities to promote children's learning and development. Children can also choose activities or follow their own interests. For example, children pretend that their dollies are cold and go to find blankets to wrap them in. Staff support children's interests in regular one-to-one sessions with their key children. Children benefit from a circle time where they learn to greet each other and they enthusiastically take part in favourite songs and learn new ones. Staff use circle time to reinforce sequences, such as the days of the week and the date. Children are able to say that if yesterday was 'nine' then today is 'ten'. Staff support children in understanding the events of the day and children eagerly anticipate the 'bear hunt' outside and the teddy bears picnic. They make suggestions about what they might find on the hunt. Staff speak respectfully and listen sensitively to children. As a result, children become confident speakers.

Staff skilfully use opportunities to introduce mathematical concepts, such as comparing heights as children measure themselves against their teddy bears brought in from home. Children say 'My teddy is as tall as my knees!' Children talk freely about butterflies they

have seen outside and staff encourage them to represent the symmetry of wings in their drawings. Staff ask children how many bean bags to put in the parachute and use their fingers to help children work out that 5 and 3 make 8. This helps children feel confident and ready for the next stage in their learning.

Staff present children with challenges and support them in achieving new skills. For example, children learn to catch a rugby ball from increasing distances. Staff are enthusiastic, reassuring and praise good effort so children respond positively and try hard. Staff support children to make strong vertical marks with chalk on paper attached to the fence outside so children have different ways to express their ideas. Children's records and planning documents show that all areas of learning are planned for and children are receiving a wide range of opportunities for learning and development and are well supported by competent staff so they make good progress and are ready for school.

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

Children are very happy at this welcoming setting. They play and interact with the variety of resources available both independently and alongside staff. They show caring relationships with staff and each other and behave well. The key-person system works well to support children to settle quickly, including those with English as an additional language. Staff take children to the local primary school regularly which helps the older children become familiar with places, routines and the expectations in reception class. There is a close partnership with the school and the setting takes part in local community events. This means that children have a sense of community within their own setting and beyond.

Staff are good role models and manage children's behaviour with a positive and consistent approach. Consequently, children behave well and form good relationships with each other and staff.

Staff support children as they share fruit at snack time and learn about hygienic practices and healthy eating. Staff take the opportunity of eco-gardening at the local school and children have benefitted from eating fresh food they have grown themselves.

Children are aware that outside they should wear sunhats and have sun cream on when the weather is hot. Children also learn about their own safety as they put on helmets before riding the balance bikes. Staff remind children about walking not running inside but this is not a consistent message to help them understand the importance of keeping themselves, and others, safe. Children are accompanied outside on a bear hunt and stay in their key groups. Staff support younger children by holding their hands as they leave the setting.

Parents confirm that they have good relationships with staff and trust in the caring nature of the team to provide safe and secure environments. They have opportunities to share information from home and contribute to the learning experiences of their children.

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

Leadership of the group is good and there is a strong drive and vision for continuous improvement. The manager and staff work together to produce a self-evaluation form that informs the development plan for the setting. Management and staff have made improvements to the delivery of each area of learning to help children learn and develop well. For instance, the book corner has been redesigned so children use this area more often. They read quietly to themselves or with others, and take part in group activities where they listen attentively and join in songs and storytelling. Staff are aware of how children learn. They understand the characteristics of effective teaching and learning and keep accurate records of children's progress. Staff use a tracker system and regular observations and assessments of children to identify interests and to help with next steps planning. Parents are involved with this process. The learning journeys build into an accurate record of children's experiences and achievements. Observations are linked with the Early Years Foundation Stage areas of learning and early years outcomes.

Staff are deployed to oversee different activities and the manager is aware of individual strengths of the team. Staff have regular meetings and opportunities to discuss areas for development through their own reflection and professional training. The manager monitors the effectiveness of staff performance through regular appraisal of their work and by direct observation through the hands-on role.

Partnership with parents and carers is strong. They are well informed about their children's progress through daily conversations and parents' evenings. Management provide regular newsletters and parents are encouraged to contribute to children's learning journeys through use of 'WOW' vouchers. Parents are provided with good information about the delivery of the Early Years Foundation Stage. They are pleased that the pre-school makes links with local community. Parents say they are aware of rules at pre-school when their children come home and tell them about using 'kind hands'. Staff have made good links with other professionals involved in children's development to provide a consistent approach and to ensure they have additional support, if required.

The committee approves and regularly reviews required documentation. Policies are robustly implemented and procedures such as fire drills are practised regularly. Risk assessments are in place and safeguarding is central to the setting's ethos and staff are highly trained in this. Overall, children are kept safe in this setting by vigilant staff and secure procedures.

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	EY429413
Local authority	Hampshire
Inspection number	816649
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of provider	The Sombornes Preschool Committee
Date of previous inspection	09/02/2012
Telephone number	07988 980742

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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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