

# Preston Pre School Limited

Preston Village Hall, Preston Road, Weymouth, DT3 6BH

## Inspection date

Previous inspection date

15/09/2014

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

- Children make good progress in relation to their starting points. This is because staff plan and monitor children's learning individually and accurately.
- Staff respond quickly to children's interests and ideas to support their independent exploration. As a result, children explore with excitement and maintain attention well in their play.
- Staff work closely with parents and the other agencies involved in children's care and learning. As a result, children's needs are met consistently and well.
- Management and staff strive to maintain continuous improvements, and actively involve parents and children in the successful development of the pre-school.

### It is not yet outstanding because

- Staff do not always allow children time to complete number problems to further promote their mathematical development.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.  
The inspector held a meeting with the manager to assess the suitability and
- qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

## Inspector

Bridget Copson

## Full report

### Information about the setting

Preston pre-school originally registered in 1992 and re-registered in 2014, as a limited company. It is a committee run pre-school located in Preston, Weymouth, Dorset. The pre-school has access to a hall, two playrooms, toilet facilities and an area for outside play.

The pre-school is open on Mondays from 9am to 12.30pm including lunch, on Tuesdays from 11.30am to 2.30pm, on Wednesdays from 9am to 1pm, on Thursday from 9am to 2.30pm and on Friday from 8.45 to 2.45pm, term time only. During the summer the pre-school offers a stay and play session from 9.30am to 11.30am. The pre-school is registered on the Early Years Register and on the compulsory part of the Childcare Register. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities, and children learning English as an additional language. There are currently 30 children on roll in the early years age group. The pre-school employs seven members of staff, all of whom either hold or are working towards early years qualifications.

### What the setting needs to do to improve further

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

- support children better in solving number problems to help promote their mathematical development further.

### 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 plan and assess children's learning accurately and according to each child's individual needs. Staff use their observations to identify any gaps in children's learning and plan activities each week to help them progress in these areas. As a result, children make good progress in relation to their starting points. Staff successfully engage parents in contributing to their child's learning. Parents provide information about children's home life and developmental stage on starting at the group. They inform staff of children's on-going achievements at home and make use of the book bags with props to promote children's enjoyment of books at home. Staff provide parents with a summary of their child's progress, and complete the required progress check for two-year-olds. This helps to further promote children's learning.

Staff promote children's communication and language skills effectively. They provide lots

of group discussion time in which they support children in learning to listen well to others talking. They ask children questions in play to encourage them to think, express themselves and talk through their actions. For example, children told staff their fingers were 'bananary' after chopping the fruit and explained to staff what they were drawing on the walls outside. Staff extend children's vocabulary regularly. For example, children learnt, through the story they were reading, that a shrimp is like a small prawn and also lives in the sea. Staff provide extensive support to children going to school to help them fulfil their potential in this area of learning. These children benefit from weekly sessions in which they learn to listen well and to sign simple words in games and songs.

Children enjoy a good range of story books. They sit and read by themselves and join in group story times with enthusiasm. Staff successfully promote children's enjoyment of books through re-visiting a favourite book over each half term. This helps children to understand the story in depth and to get fully involved in the story telling. Staff engage younger children well when they struggle to sit through a whole story time. For example, staff sat with the younger children to the side of the group exploring sensory and activity books that engaged the children better. Staff count with children spontaneously in their play and everyday activities. They extend challenges for older children by introducing numeral recognition and sorting groups of object. This helps children to learn about numbers. However, staff miss some opportunities to help older children solve simple number problems for themselves. For example, staff compared bowls of objects with children and provided them with the solution on how to make them equal without encouraging children to consider this for themselves.

Staff provide a good balance of free-exploration and organised activities with lots of outdoor play. They link activities to changing topics to help children make connections in their learning. For example, children played with green rice, learnt about sinking and floating and read sea-related stories linked to the water topic. Staff encourage children to join in the activities and respond quickly to children's lead and ideas. For example, children chose to paint the stones in the water tray instead of using them to experiment with sinking and floating. With staff encouragement, children extended this by using paintbrushes to paint the walls and equipment with water. As a result, children played with excitement and engaged well in the mark-making activity they created for themselves.

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

The key-person system successfully helps children to settle in well and develop warm and trusting relationships with staff. As a result, children arrive happy and excited; they seek out staff to share their news, to find friends and to start playing. Staff provide encouragement, cuddles and support to new children and those returning after the long summer break. They also ensure children can find their special comforters when they need them. This helps children to feel secure. Staff provide activities to help children get to know one another. For example, they started the term with a family topic to find out about one another's home lives. Children also take Preston the pre-school bear home with them. Parents record his adventures in a journal, which staff then share with the group.

This shows Preston on family trips, visiting grandparents, snuggling up for children's bedtime and enjoying the snow. This all helps to support children in the move between their home and the pre-school successfully.

Staff help prepare children well for their future move into the school. They promote children's independence through encouraging them to complete tasks for themselves and manage responsible jobs. For example, children self-registered on arrival, helped set the weather and calendar board and helped staff to chop and serve at snack time. Children completed these tasks with pride, demonstrating their confidence and self-esteem. Staff promote children's positive attitudes well. They remind children each session of the golden rules. They use photographs of children to provide clear visual aids to help every child understand what is expected of them. As a result, children show good manners, help others and older children correct those who do not do as expected.

Staff provide children with an interesting range of play provision which children explore for themselves in the hall and outdoor play area. Staff maintain safe and secure environment in which children move freely between the indoor and outdoor play areas under close supervision. This allows the more active children to release energy as they play with the physical play equipment and run freely around the garden. Staff help children to learn about keeping safe through practical activities and guidance. For example, children learnt to sit and use knives safely when chopping fruit and to stand in a line when moving to other parts of the premises together so 'no one gets pushed over'. Staff use visual aids to help all children learn about keeping safe, such as a tick picture to show when the slide is open and a cross to show it is closed. Children enjoy healthy snacks and meals during the day. Staff encourage parents to promote healthy eating at home by providing a recipe book with nutritious recipes, such as homemade soups. This helps to promote children's health in partnership with parents.

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

Management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a secure knowledge of the correct procedures to follow if they have a concern about the welfare of a child and their responsibilities to safeguard children's welfare. Management implements secure vetting procedures to help ensure staff are suitable to work with children. In addition, staff keep children safe and secure as they implement daily checks and risk assessments. These help staff to maintain good standards of health and safety.

Management and staff monitor and evaluate the quality of the pre-school provision successfully. Management complete regular supervision sessions with staff and observe their day-to-day interaction with children. As a result, management successfully monitors the quality of staff teaching and the impact of this on children's learning. Staff evaluate the activities they provide and monitor children's progress continually; this helps them to support each child in fulfilling their potential. Management complete a self-evaluation form which they update each year. This celebrates the strengths of the pre-school and identifies

areas to prioritise for improvement. For example, staff are currently developing the outdoor play area further to provide more learning experiences. They are also planning an open day to help parents and family get more involved in their children's learning. This demonstrates the management and staff's commitment to drive improvements to the quality of children's care and learning.

Staff establish successful partnerships with parents who they provide with clear information about all aspects of the provision. Staff keep parents informed through face-to-face communication each day, newsletters and a summary board each day to show what children have been doing. Staff value parents' views and provide questionnaires to obtain their feedback. In response to parents' suggestions, staff are creating a committee board to inform parents of who the committee members are. Parents state that staff provide a 'happy, engaging, safe and fun environment for children to develop' and their children are 'progressing in leaps and bounds in all areas'. Staff establish links with the other early years settings children also attend. They meet regularly with any additional professionals involved in children's care and learning. This helps to promote children's needs consistently and well.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY474916
<b>Local authority</b>	Dorset
<b>Inspection number</b>	955856
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Preston Pre School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07826018677

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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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