

Nomansland Pre-school

Nomansland Methodist Chapel, Forest Road, Nomansland, Salisbury, Wiltshire, SP5 2BP

Inspection date

24/09/2014

Previous inspection date

01/03/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Parents appreciate the friendly and welcoming environment staff provide for them and their children.
- Staff effectively resource all areas of the pre-school, therefore, children can move freely between the indoor and outdoor areas to extend their learning.
- Information is shared with parents on a regular basis to keep them informed about their child's care and welfare
- Staff teach children to think about their own safety and help children to develop their independence skills.

It is not yet good because

- Staff do not ensure that all required documentation is available for inspection at the setting, for example, there was no evidence of the registration certificate or public liability available, and not all records of staff suitability were available to inspect.
- Staff do not provide a balance of adult-initiated and child-led play activities, and experiences are not sufficiently challenging to meet the needs of all children.
- Staff do not sufficiently supervise younger children during their snack session to develop their understanding of what is expected of them and promote their awareness of good hygienic practices when handling food and drink.
- Systems for monitoring the implementation of the educational programme are not

sufficiently focused on identifying how to improve the quality and consistency of teaching in the setting.

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 both inside and outside.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector examined the self-evaluation document.

Inspector

Emma Henwood

Full report

Information about the setting

Nomansland Pre-School opened in 1986. It operates from the community room attached to the Methodist chapel in the village of Nomansland, which is situated on the edge of the new Forest, Wiltshire. The nursery is registered on the Early Years Register. There are currently 40 children on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. The pre-school consists of one main room, a kitchen, toilets and a corridor. The setting has a small garden which has an artificial grass area, as well as, a hard surfaced play area. The nursery is open Monday to Thursday from 9am to 3pm and Friday 9am to 1pm, during term time only. Children may attend for a variety of sessions. Those children attending all day Monday to Thursday take a packed lunch for lunch. The pre-school supports children with special educational needs and/or disabilities. There are 6 staff who work with the children, of whom four hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, interest and stages of development of each child and use this information to plan purposeful play for each child through a mix of adult-led and child-initiated activities.
- ensure that all records are easily accessible and available for inspection

Inspection judgements

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

Overall, the setting provides an interesting and vibrant environment where children play happily and confidently. Staff have a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff liaise with parents, right from the start, to gain information about their children. For example, parents complete an 'All about me' pack giving details of their children's likes and dislikes, and hold detailed discussions with parents. This provides a base for establishing children's starting points in learning. However, staff do not always effectively use this information to ensure that they plan a challenging range of activities for all children. As a result, children are not all making the best possible progress in their learning.

Staff implement observation and assessment procedures generally well and update the online recording system regularly to maintain a record of children's progress. In addition, staff complete a progress check on children aged between the age of two and three.

These assessments and other written termly summaries of where children are in their learning are provided for parents. Staff share children's developmental records, their learning journeys, with parents online, and these ensure that children's achievements and development are continually shared with parents. In addition, parents are actively encouraged to add to these themselves to share information about their child's learning at home. This promotes continuity of learning, and in turn provides valuable information to support ongoing planning and discussions with parents.

Children with special educational needs and/or disabilities are suitably supported within the setting. Staff provide support to those children who are developing their speech and language by modelling language in a reassuring and positive way. For example, staff take time to listen to, and extend, children's conversations and ideas with interest and sensitivity.

Overall, children have access to a reasonable range of play and learning opportunities to promote learning and can choose to move freely between the inside and outside environments. Children take an active role in their learning. They decide on what they want to play with and this leads to a variety of outdoor opportunities to learn. For example, children mix liquids in the mud kitchen and wash their dolls in water. Children show care and control as they move around on wheeled toys, and climb and balance on the climbing frame. Staff are on hand to encourage and provide support to enable children to learn through play. They allow children time and freedom to become involved in their activities. However, staff do not make the most of the opportunities presented to extend these activities further, for example, through initiating activities with them. Therefore, children are not always suitably occupied, interested and lack an appropriate level of challenge. Staff ensure that children have opportunities to practise skills independently and offer some support when needed. However, for the younger children staff do not always provide sufficient additional support and supervision, such as, giving them support to help them become aware of what is expected of them at snack time to enable them to participate fully.

Staff, at times, plan interesting activities in response to children's own interests. For example, children enjoy cooking and have been making jelly with fruit. A range of art and craft materials are easily accessible on an art table throughout the day. In addition, children enjoyed a parent-led activity where they decorated 'dinosaur eggs' using a wide range of paint and glitter. Children explore colour and texture during this and also build their confidence and self-esteem as they are praised for the original pieces of artwork. Children enjoy taking part in action and rhyming songs, using musical instruments and actions, such as jumping up and down while pretending to be 'jumping on the bed'. Staff read stories to children to develop their language and literacy skill. They encourage children to join in and predict what happens next, and use props to extend children's learning further.

Children are encouraged to be independent and dress appropriately when moving freely indoors and outdoors. For example, they put on their own footwear and coats. Children are free to select their own drink and snack when they wish to. This promotes children's independence in the management of their personal needs, preparing them with the skills they need for their future learning.

Parents are positively involved in the nursery as staff encourage parents to contribute to their children's learning. Parents contribute to their children's development through daily discussions and staff keeping parents informed about their child's progress with daily verbal feedback, as well as, regular parent meetings. Parents praise the email newsletters informing them of activities that will be taking place each week. This enables them to prepare suitable clothing for their children for events, such as, the visits to the forest. Consequently, parents are kept well informed about their children's learning.

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

There is an effective key-person system that helps build positive relationships between staff and children, when children start at the nursery. New children and parents are well supported by staff to ensure a settling-in period that is tailored to the needs of each child and family. Parents comment that most children settle quickly, and feel safe and secure because staff, overall, meet their needs well. Staff interact with children in a caring and friendly manner. Children are confident to approach staff for support and are eager to involve them in their play. For example, children hide in tyres and role-play cupboards to encourage staff to find them, and laugh with delight when they are found.

Staff organise their learning environments so that children can access a range of play resources that promote all areas of learning. Resources are stored in clearly labelled boxes or areas and children are encouraged to help tidy them away when they have finished playing. Children can choose which activities they want to use encouraging their confidence and independence. Staff conduct daily risk checks of the learning environments, both inside and outside, to ensure it is free of potential hazards so children can play safely.

Staff act as positive role-models and are calm and caring in all their interactions with children. Children show an understanding of responsibility within the nursery as they follow routines. For example, they know that there is a limit of two children at the computer at any one time and happily tidy up when asked. Children are clearly well settled and happy in the nursery as they receive praise and appropriate support to raise their self-esteem. Children arrive with enthusiasm and show confidence as they are helped to place their coats on assigned pegs and self-register their attendance. As a result, children's emotional well-being is promoted.

Children have regular access to the outdoors and enjoy the fresh air. This promotes exercise and a healthy lifestyle for the children. Staff provide a variety of opportunities to go on visits in the local community. This helps them learn about their immediate environment. Twice a week staff and children go out on 'Forest Walks' in the forest learning about safety and what they find there. For example, a recent theme for one of these walks was to learn about mushrooms. This allows them to take risks and to recognise their own capabilities and limitations.

Children are generally encouraged to adopt good hygiene practices. For example, there is a

mobile hand washing sink next to the snack table to wash their hands. Children learn to wash up, dry and replace their cups, bowls and plates. The food provided to children at snack time ensures children enjoy healthy food and experience a variety of tastes. For example, parents are encouraged to send in a variety of fruit to share. Children learn to handle a small serrated knife safely and pour their own drinks, choosing between milk and water. However, younger children are not given sufficient support from staff to learn what is expected of them at snack time. For example, younger children handle lots of different food before picking which piece they would like to eat, and this is not reinforcing good hygiene practices with them. Staff monitor and encourage the inclusion of healthy food by providing healthy eating information with parents to help them when creating their children's lunch boxes.

Staff support children in being emotionally prepared for their move on to school. Staff talk to children about routines and invite teachers to visit them at the pre-school. This helps children to talk about school and reassure them about their eventual move on to school.

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

The safeguarding and welfare, and learning and development requirements of the Early Years Foundation stage are understood well by the manager. There are detailed and effective policy and procedures in place. However, certain records were not available on the day of inspection as required. For example, the pre-school did not have their registration certificate, public liability insurance or some evidence of staff suitability available at the inspection. This is a breach of requirements. Nonetheless, they could demonstrate that they were insured and that suitability processes are robust. Therefore, children's welfare and well-being is safeguarded.

Staff place a suitable emphasis on safeguarding children in the nursery. Staff effectively protect children from harm, as staff have a sound knowledge of their roles and responsibilities with regard to safeguarding children. The manager has knowledge of the required recruitment, vetting and induction procedures to check staff are suitable to work with children. All Staff have completed safeguarding training. Staff record all visitors to the premises and are vigilant in their supervision of the children. Staff deployment is effective to ensure ratios are maintained.

The manager monitors staff practice and performance through peer observations and appraisals, and staff have access to regular training. However, the arrangements for monitoring the implementation of the educational programme are not sufficiently focused on improving the consistency of the quality of teaching. Nonetheless, staff receive further support and training through fortnightly staff meetings, and are encouraged to reflect upon their practice. This helps contribute to the continual development of the pre-school.

The manager is keen to secure improvement within the setting and uses a self-evaluation process to identify what is going well. The manager identifies areas for improvement and takes steps to address any areas for the development of the pre-school. For example,

recently feedback received from parents with concerns over children's clothes becoming messy or stained at pre-school has led to new aprons being provided and different paints being purchased to combat staining.

Staff have promoted positive parent partnerships and established strong links between home and the pre-school. Parents are made to feel welcome in the pre-school and are encouraged to come in to share their skills and specialisms. For example, they have piano lessons and enjoyed a demonstration from a disc jockey. The management team liaise regularly with parents, who are also committee members, and all parents are invited to committee meetings. Parents have plenty of opportunities to speak to staff and management about their children, including parent evenings. Parents praise the outdoor environment their children benefit from and particularly like the forest walks the children go on. Links with other agencies, such as the local authority, are established and accessed as required to support children's needs. Staff are confident to speak with other professionals if they are concerned about a child's health or development. This effectively promotes continuity of care.

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

Unique reference number	145931
Local authority	Wiltshire
Inspection number	841723
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	17
Number of children on roll	40
Name of provider	Nomansland Pre-school Committee
Date of previous inspection	01/03/2011
Telephone number	01794 390108

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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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