

Highworth Pre School

Highworth Pre-school, Ladybird Children's Centre, Westrop School Site, Rivers Way, Highworth, Wiltshire, SN6 7DN

Inspection date	03/10/2014
Previous inspection date	19/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are well-behaved and settle in easily. Staff provide a welcoming and friendly environment that promotes children's care, learning and development effectively and they make good progress in their development.
- Children benefit from a well-resourced environment where they can move around freely and they have plenty of opportunity to play in the interesting outdoor area.
- Staff have positive partnerships with parents, other providers and agencies, which enable them to provide good support for children's individual needs.
- Staff have a good understanding of their responsibilities to protect children. They continually risk assess activities and have a secure understanding of child protection issues.

It is not yet outstanding because

- Staff do not always differentiate group activities effectively, to consistently challenge the range of children taking part.

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 staff interacting with children throughout the session.
- The inspector spoke with members of the senior management team at appropriate points throughout the inspection.
- The inspector conducted two joint observations with senior staff.
- The inspector sampled documentation including development plan, safeguarding records,
- The inspector took account of the views of parents and carers spoken to on the day

Inspector

Karen Prager

Full report

Information about the setting

Highworth Pre-school has been in existence in various locations for 40 years. It registered at its current premises in 2009. It operates from purpose-designed premises within the Ladybird Children's Centre, adjacent to Westrop School in Highworth, Wiltshire. The pre-school is managed by a voluntary committee and is a registered charity. It provides funded early education for two-, three- and four-year-olds. Children use a main playroom with ready access to a secure outdoor area. The pre-school opens for five weekdays during school term time from 9am to 3.30pm. Children may attend full-time or for flexible sessions. The pre-school is registered on the Early Years Register. There are currently 90 children on roll aged from two to under five years. The pre-school currently supports a number of children with special educational needs and/or disabilities. The pre-school has 19 staff who work with the children, of whom 14 hold appropriate early years qualifications to level 3, one holds a qualification to level 2 and three hold a qualification to level 1.

What the setting needs to do to improve further

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

- develop teaching during group activities in order to consistently challenge the range of children attending.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They know children well and therefore provide a wide range of enjoyable indoor and outdoor learning experiences, based on individual preferences. As a result, children are actively engaged in purposeful and worthwhile activities throughout their time at pre-school. In addition, they make good progress across all areas of learning. The quality of teaching is generally good. Overall, staff plan appropriately challenging activities to support children's specific learning needs. However, during some whole group activities, staff do not always tailor learning opportunities effectively to provide greater challenge to more able children and those who are more hesitant at joining in. This results in a lack of challenge for some children, in relation to their age or stage of development.

Staff provide good support for children who are new to the pre-school. This helps children to become confident and establish positive relationships with others, which in turn promotes a sense of belonging. As a result, children acquire good personal and social skills. The required progress check for two-year-old children is in place. Assessment systems are robust and monitored by senior staff. Parents contribute to this process,

which successfully promotes opportunities for shared learning. Children's learning journeys show that ongoing observations take place and that staff identify appropriate next steps for children's progress. Planning takes account of these next steps and provides regular opportunities for children to work rapidly towards the early learning goals. Staff respond to children's interests. For example, following the summer holidays they planned activities based around sand and the seaside. Children enjoyed talking about their experiences and they painted pictures of sand castles. Staff take effective steps to extend children's learning. For example, when children chose to play in the gloop tray staff talked to them about the patterns they were making and linked these with the shape of letters. Staff spoke clearly with the children to promote a good understanding of the correct sounds of words. Staff helped children to listen to a range of sounds from instruments hidden in a box. Children enjoyed taking turns making the sounds and guessing what it is that made that noise.

Children are curious, inquisitive and keen to learn. They develop confidence as they contribute to group discussion. Younger children express themselves very effectively through their actions and emerging vocabulary. Staff listen attentively to children, which not only ensures that their individual needs are met, but also promotes their sense of self-worth. Children develop good interpersonal skills. Staff teach children the importance of self-care and provide good opportunities for them to learn to manage their own personal care needs. Children's physical development is promoted well. Staff encourage children to participate in daily outdoor play and children move enthusiastically around the large play equipment. As a result of these good teaching practices, children develop the key skills required for their next steps in learning.

The pre-school is also effective in supporting children with special educational needs and/or disabilities. This is because staff work positively with parents and other professionals to implement effective support strategies.

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

Staff provide a welcoming environment which helps children feel secure. Staff help children to settle when they arrive and soon all are playing happily. Each child is assigned a key person who monitors and supports children's development and well-being. Staff clearly explain what is expected and children behave well. As a result, the time children spend in the pre-school is a happy one.

Staff organise the premises to be an inviting place for children to play and learn. They consider the needs of the children and vary the environment to meet these needs. For example, younger children are given time to settle and play in a smaller area before they join the older children. Children use a wide range of good quality equipment. Toys are stored in low storage units and children readily chose what to play with. The staff display bright posters and children's pieces of art, which are regularly changed to maintain children's interest. Children enjoyed the fresh air outside when they played with the tricycles and played with balls on the school playing field. Children start to understand about safety and learn to keep themselves safe. They help to assess risks in the outside

play area and talk about how they should cross the road when they go on outings. They learn to consider risks to themselves and others when they balance and climb in and out of the large sand tray.

The staff support children well as they develop independence. Children eagerly wash their hands before they eat and eat from their packed lunch boxes. Children also develop skills in getting coats on and learn why they need their coats as the weather gets cooler. The staff further promote children's development of understanding about leading healthy lifestyles. They talk to them about the foods they are eating at snack time and about benefit of the exercise they get when they play outside. Children very much enjoy the outside play area. They run freely around the larger area, balance on large equipment and pedal tricycles.

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

The management team has a secure understanding of the Early Years Foundation Stage. They have an accurate overview of the provision for children's welfare and learning and a determination to drive improvement. They demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff are clear about the preschool policies and procedures because these are reviewed and shared at staff meetings. Keeping children safe is a high priority. Appropriate procedures are undertaken for checking the suitability of staff and staff awaiting suitable clearance are not left alone with children. Record keeping is robust and all staff fulfil their responsibilities of ensuring it is kept up to date. For example, they maintain a record of who is on the premises. The premises are well maintained and kept secure so children are unable to leave unattended. The majority of staff have received training in first aid which enables a swift response if needed. Staff with specific responsibilities, such as safeguarding and special educational needs have received relevant training. This enables staff to meet children's specific needs as required.

Procedures for the evaluation of the pre-school provision are effective. The managers have a clear understanding of the areas for future development and take steady steps to address these. The staff team work well together. Regular staff meetings and supportive staff supervision means that the staff readily share their views with the manager. Continuous professional development is valued. The managers spend time working with the children and the staff to monitor and develop individual performance. These reviews improve practice throughout the pre-school, to the children's benefit. For example, by ensuring a consistent approach to writing.

The staff have good partnerships with parents. Parents are positive about the provision. They say their children look forward to attending and they feel their children are making good progress. Staff keep parents well informed about their children's progress and well-being. There are also effective links with others who care for the children and the adjacent children's centre and school. These partnerships benefit the children as they provide good channels of communication and promote continuity in children's learning and

development.

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	EY397527
Local authority	Swindon
Inspection number	830806
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	90
Name of provider	Highworth Pre School Committee
Date of previous inspection	19/11/2009
Telephone number	01793766646

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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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