

Haydon Meadow Pre School

The Haydon Centre, Thames Avenue, Haydon Wick, Swindon, Wiltshire, SN25 1QQ

Inspection date

17/10/2014

Previous inspection date

02/05/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 prepared for school because staff provide a wide range of interesting opportunities and activities to promote their future learning.
- The management and staff have made significant progress since the last inspection. Staff now have a good understanding of how to keep children safe and the quality of teaching is good.
- The manager is keen to make ongoing improvements and supports the staff team's professional development, which benefits children.
- Staff work well with parents. They keep them well informed about their children's progress and well-being.

It is not yet outstanding because

- The children who attend all day do not all have easy access to a space to rest when they are tired, or want to sit comfortably to talk with their friends.
- Children are not able to spend much time with their key-person each day. This reduces the levels of individual support to develop relationships.

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 in both playrooms and the outdoor area.
- The inspector held discussions with the manager and several members of staff.
- The inspector conducted a joint observation with the manager.
- The inspector sampled documentation including the setting's self-evaluation, safeguarding records, and children's 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

Haydon Meadow Pre-school opened at its present location in 1988. It registered with Ofsted in 2001. It is privately owned. It is situated in two rooms within the Haydon Wick community centre to the north of Swindon, Wiltshire. It is one of two settings owned and managed by the same providers. The pre-school is registered on the Early Years Register. There are currently 79 children from three to five years on roll. The pre-school is open each weekday during school term times. Sessions run from 8.45am until 11.45am, and from 12 noon to 3pm, which includes lunchtime. Full daycare sessions run from 9am to 3pm. Children attend for a variety of sessions. The pre-school is in receipt of funding for the provision of free early education for three- and four-year-olds. The pre-school supports children with specific educational needs and/or disabilities. There are nine adults who work with the children. Of these, six hold relevant qualifications at level 3, two hold similar qualifications at level 2, and one member of staff is unqualified.

What the setting needs to do to improve further

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

- enhance the key-person system so that children feel equally well supported when they move between rooms.

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. They 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. They make good progress across all areas of learning.

The quality of teaching is good. Overall, staff plan appropriate, challenging activities to support children's individual learning needs. Staff plan appropriate challenging activities to support children's specific learning needs. Assessment systems are robust and monitored by senior staff. Parents contribute to this process, which successfully promotes opportunities for shared learning. Children's learning records show that ongoing observations take place, and that staff identify appropriate next steps for children's progress. Planning takes account of these next stages and provides regular opportunities for children to make progress.

Staff take effective steps to extend children's learning. For example, when children chose to play with the stacking shapes staff talked to them about the different sizes and

encouraged them to think about which shape fitted next. Staff speak clearly with the children to promote a good understanding of the correct sounds of words. Staff help children to sit as a group and listen to stories. Children know they use their, 'listening ears'. Children enjoy joining in with the repeated phrases. They listen well, noticing when words are changed.

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

Staff provide a welcoming environment. They greet each child at the entrance. This helps children feel valued. Most children settle quickly and confidently when they start to attend and develop relationships with other children. However, some children are slower to play with other children and develop friendships. This is partly because children who attend both a full day and a half day spend their times in different rooms, which means that these children do not always spend a lot of time with the special person who supports them in settling and making friends with other children. This affects the progress children make in developing their spoken language, and understanding the needs of others. It shows that teaching is not of a consistently very high quality.

Staff organise the premises to be an inviting, interesting place for children to play and learn. Children use a wide range of good quality equipment. Toys are stored in low storage units, so children readily chose what to play with. This arrangement promotes their independence well. The staff display bright posters and children's pieces of art, which are regularly changed to maintain children's interest. Cushions have been provided for children to rest. However, in the full daycare room these are not arranged into a cosy space. As a result there are fewer opportunities for children in this room who perhaps are feeling unwell or tired, to rest, or for other children to settle with a book or talk with a friend. Staff clearly explain what is expected to keep children safe and happy. As a result, children behave well.

Staff help children learn about healthy lifestyles. They teach children good hand-washing routines and are at hand to remind children to do so. Children benefit from the range of healthy snacks provided and enjoy sitting with their friends to eat. They develop good personal independence skills, such as when they pour their drinks and put on their coats for outside play. The good support provided towards children's behaviour and independence means that children are acquiring important skills that will support them as they move on to the next stage in their learning.

The outdoor play area is available throughout most of the session and children enjoy spending their time outside playing with the wide variety of activities set out for them. Children start to understand about safety and learn to keep themselves safe, because they are taught to help to assess risks in the outside play area. They learn to consider risks to themselves and others, such as when they balance and climb the steps to use the slide.

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

The manager understands her responsibilities, and meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Since the previous inspection she has taken effective action to minimise the risk of children leaving the premises unsupervised. For example, the entrance doors have been fitted with additional handles which are out of reach of the children. Staff have received additional training about how to keep children safe and are able to explain the procedures they need to follow to do this. Staff supervise the use of the doors throughout the session so that no one enters or leaves un-noticed. Also all staff have completed training on child protection, so their knowledge is up to date. For example, they are clear about their responsibilities to keep children safe by disclosing any details which may affect their personal ability to work with children.

The manager understands her responsibility to meet the learning and development requirements, and implements these well. Since the previous inspection the manager has taken swift steps to improve staff practice. She supervises staff as they work, and oversees the planning and assessment of the activities and children's progress. This enables her to promptly address any shortfalls in the quality of staff practice. The manager also conducts staff supervision meetings regularly to discuss staff practice and development and facilitates regular staff training meetings. The improvement in support for staff supervision and development has had a positive impact on staff practice and the provision for children.

The manager and staff demonstrate a keen drive to improve practice. The manager and staff continually review the provision. They seek views about the quality of care and activities from parents and children on a regular basis. The manager then consults with staff and uses their assessments to update the action plan. This means that improvements to provision are ongoing and relevant to children and their families.

The educational programmes are broad and cover the seven areas of learning effectively. Children have individual targets that are reviewed regularly and parents are involved in this process. Staff support children to make good progress towards the early learning goals using these targets. The staff are pro-active in seeking outside help for children that require it. They work closely with parents, for all children. This helps to ensure children get the support they need.

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 local primary schools. These partnerships benefit the children as they provide good channels of communication and promote continuity in children's learning and development when children move on from the pre-school.

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	508009
Local authority	Swindon
Inspection number	981398
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	60
Number of children on roll	79
Name of provider	Christine Webb and Debbie Waldron Partnership
Date of previous inspection	02/05/2014
Telephone number	01793 706696

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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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