

Vorda Pre School

British School Building, Brewery Street, Highworth, Swindon, Wiltshire, SN6 7AJ

Inspection date

06/11/2014

Previous inspection date

10/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

1

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

- The quality of teaching is good because staff provide a range of stimulating activities that effectively support children to make good progress in all areas of their learning and development.
- Staff develop and maintain strong relationships with children and have an excellent understanding of how these promote children's well-being.
- Children develop healthy lifestyles and strong physical skills. They have regular opportunities to exercise outdoors in the fresh air.
- The management team provides strong leadership and constantly reflects on practice within the pre-school. Plans for improvement are well targeted to further improve the good quality of the provision.

It is not yet outstanding because

- Staff do not consistently fully extend learning opportunities for all children.

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 toured the premises with the manager and held discussions with management and staff.
- The inspector sampled a selection of policies, staff records, registers, planning and children's progress records.
- The inspector observed staff and children during activities and routines.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector viewed the self-evaluation form.

Inspector

Kim Andrews

Full report

Information about the setting

Vorda Pre-School was established in 1975 and is a registered charity. It is managed by a voluntary committee made up of parents of children at the pre-school. It operates from the British School Building, which it rents from the United Reformed Church in Highworth, Wiltshire. The provider is on the Early Years Register. The pre-school uses a large hall to accommodate three- and four-year-olds, while two-year-olds use a smaller, adjacent room. There are toilet facilities for each room and use of a kitchen. There is access to a hard-surfaced, outdoor play area, a grassed area, and a garden, all of which are secure. The pre-school is open five days a week during term times only. Sessions for the three to four-year-olds run from 9.15am until 12.15pm and from 12.15pm until 3.15pm. There is an optional lunch club from 11.45am until 12.15pm. Full day care options are available from 9.15am until 3.15pm. Sessions for the younger children aged, from two- to three-years-old, are on Monday to Fridays from 9.15am until 11.45am. There are currently 44 children on roll. The pre-school supports children with special educational needs and/or disabilities. They also offer support to children who speak English as an additional language. The pre-school employs eight members of staff who work directly with the children. These staff all hold early years qualifications at level 2, 3 or 4. The pre-school employs also employs an administrator.

What the setting needs to do to improve further

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

- provide children with increased opportunities to think critically and solve problems.

Inspection judgements

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

Children show high levels of independence, curiosity and concentration. The educational programmes reflect varied and imaginative experiences that meet the needs of all children well. Adults plan effectively around children's individual interests and abilities. Consequently, teaching is effective and children make good progress towards the early learning goals. Staff observe and assess children's progress against each area of learning. This successfully helps them to identify if there are any gaps or delay in children's development. Staff monitor children's progress carefully through a clear tracking system, which shows that all children make good progress within the seven areas of learning. Staff work very closely with outside professionals, such as, speech and language therapists, to support children's learning. The pre-school has enhanced its resources with activity boxes, outdoor play suits and easy-speak microphones, which the children use to record and listen to their voices. As a result, children's speech and language skills are developing extremely well.

Staff plan experiences and challenges that enhance children's learning and development. For example, all children engage in stimulating activities, such as tapping wooden blocks of different shapes, sizes and colours onto boards, using small hammers. Children explore the outdoor area with enthusiasm, playing hide and seek with staff. Children correctly recite the numbers one to ten during their game. Some staff demonstrate skill in knowing when to interact with children to extend their play and learning, and when to allow children to play and explore without direct adult involvement. As a result, children are deeply engaged in their play and they demonstrate a desire to find out things. On a few occasions, staff do not fully extend learning. For example, they do not always take opportunities to ask open-ended questions that fully stretch children's thinking. This means that children are not always enabled to solve problems for themselves.

Staff recognise and value the role of parents, which results in a very positive partnership with them. They work closely together to exchange information about their children. For example, all parents receive daily verbal feedback. In addition, the newsletters and the opportunity to attend a parents' drop-in morning are very popular. Conversations with parents confirm they are very happy with the level of communication and they feel involved in their children's learning.

The pre-school has established a good working relationship with teachers at local schools in order to effectively promote children's learning and development. Overall, children are gaining the key skills needed to support their future learning.

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

Children thrive in the security and nurturing provided by their key person and the wider team. Each child is assigned a key person who is the primary contact, as well as a secondary key person. This means there is at least one designated key person always available for every child. This system works exceptionally well and ensures that children develop strong attachments and that their emotional well-being is consistently supported. The process to help children settle into the pre-school is highly effective, and as a result, children demonstrate high levels of confidence and self-esteem.

Children demonstrate their confidence by moving freely around the pre-school and cooperating very well with their peers. They are keen to share their activities with adults. Staff build on children's awe for the natural world by encouraging them to nurture pet fish and other creatures, such as stick insects. Outside, children enjoy caring for flowers and vegetables that they grow in the garden. Staff teach children to manage responsibilities appropriate for their age, and to think about their own safety. For example, children clearly consider how high they can manage to climb, but they ask adults to support them by standing nearby, so that they feel safe.

Staff place great emphasis on promoting healthy lifestyles. Parents are provided with a variety of guidance to support them; for example, information on healthy eating, the use of dummies and oral health.

Staff provide children with clear guidance, and they reinforce what is acceptable behaviour. As a result, children are being supported to manage their own behaviour. They learn to behave very responsibly from a young age and to cooperate within a group. For example, all the children agree rules such as, 'We share our toys.' Children show care and concern for their peers from a young age and they play co-operatively together. Staff also explain to them the importance of taking turns. As a result, children demonstrate self-control and behaviour is excellent.

Children are encouraged to be independent and manage their own personal care needs where appropriate. For example, children go independently to the toilet and low-level dispensers help children manage their personal hygiene with minimal supervision from staff. Children also independently wash their hands after messy play and before snack. They have healthy choices at mealtimes, as they enjoy fresh fruit and breadsticks with milk or water.

Well-placed benches and storage for wellington boots, hats and coats help children succeed in preparing themselves for outdoor play. Children energetically join in with physical exercise outside and this provides them with firm foundations for developing a healthy lifestyle. Children have access in all weathers to the outdoor area, where they enjoy fresh air and regular, daily exercise. Staff link children's current interests and individual needs across activities and environments very well.

The well-resourced environment and knowledgeable staff supports children's development well and promotes their growing independence skills. This is especially important as children become older and prepare to move into school. Staff focus on building the confidence and skills children need to flourish and adapt to change. As a result, children are both emotionally and socially ready for their move to school when the time comes.

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

Managers ensure that all staff know how to promptly refer any concerns about a child's well-being. Consequently, children are safe and secure in the pre-school. Staff undertake comprehensive risk assessments indoors and outdoors, and for all outings. Robust recruitment procedures help ensure that all staff are suitable to work with children. There are effective systems for recording accidents and dietary requirements, and staff are clear about these procedures. Policies and procedures are thorough and shared with parents.

Staff demonstrate a secure understanding of how children learn and develop. They use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. They carefully observe children as they play and use this information effectively, to guide and support children's continuous progress. This ensures that children quickly develop their confidence, and means that all children are making good progress towards their next stage of learning.

Staff exchange relevant information with parents on a daily basis, so that parents know

about the care offered. Effective planning ensures educational programmes are challenging and children have opportunities to make good progress towards the early learning goals. Reflective observation and assessment ensure that the need for any extra support is identified quickly. All children's individual needs are valued. Children are developing confidence in their interactions with other children and adults, which prepares them for moving on.

Managers regularly monitor the quality of teaching and the pre-school is highly committed to continuous professional development. Good management and supervision ensure that staff attend regular and varied training courses, to enhance and update their knowledge and skills. As a result, staff feel supported and their professional development is effectively considered. This clearly has a positive impact on the care, learning, and support for children. For example, where children have specific educational needs, such as hearing impairment, management and staff have worked with parents to determine where there is a gap in their skills, and they have sourced appropriate training.

Managers have identified a number of priorities for the pre-school through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement. For example, they have recognised that they can enhance professional development arrangements through peer assessment, including observation and meaningful discussion about practice. Consequently, staff offer good learning and development opportunities for all children.

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	109095
Local authority	Swindon
Inspection number	839571
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	38
Number of children on roll	44
Name of provider	Vorda Pre-School Committee
Date of previous inspection	10/12/2009
Telephone number	01793 763668

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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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