

Verwood First Pre-School

Verwood First School, Howe Lane, Verwood, Dorset, BH31 6JF

Inspection date	11/11/2014
Previous inspection date	19/05/2009

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		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

- Staff know the children well and provide good support for their individual needs to promote their emotional well-being.
- Children are motivated to learn and staff take account of their interests to enable them to plan for children's individual learning effectively.
- Partnerships with parents and external agencies are good. This means that children receive the support they need to meet their individual needs well.
- Children benefit from the well-resourced, welcoming, safe and secure environment.
- Staff have a clear drive for improvement, continuing to attend training to update their skills and effectively evaluating the pre-school, which benefits children.

It is not yet outstanding because

- Organisation of routines and group activities is not always effective as children are kept waiting and not engaged in an activity at the beginning of the session.
- Staff do not always make the most of opportunities to extend children's learning outdoors, to enhance their physical 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoors.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held meetings with the manager and carried out a joint observation with her.

Inspector

Dinah Round

Full report

Information about the setting

Verwood First Pre-School registered in 1991. It is a committee run group based within a self-contained unit on the Verwood First School site, Verwood, in Dorset. It operates from two linked playrooms with an enclosed outdoor play area. The pre-school also has use of the school grounds, the school hall and surrounding outside play areas. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is open Monday to Friday with sessions run from 8.45am to 11.45am and 12.15pm to 3.15pm, term time only. Children may stay all day. There are currently 37 early years children on roll. The pre-school receives funding for the provision of free early education to children aged three and four years and supports children who have special educational needs and/or disabilities. The pre-school employs six staff, five of whom are qualified at level three, plus an administrator.

What the setting needs to do to improve further

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

- review organisation of group activities to support all children's needs fully particularly at the beginning of the session.
- provide greater opportunities to challenge children through outdoor play activities to extend children's physical skills.

Inspection judgements

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

Children come into the pre-school happily and separate from their parents and carers well. They eagerly selected their name cards to self-register. Staff gain a good understanding of children's individual needs and favourite activities through the positive relationships established with parents. The quality of teaching is good and there is a strong focus on child-initiated learning. Staff observe and assess children's play carefully to enable them to respond to children's interests and tailor the play activities. For example, when children showed an interest in dinosaurs staff provided models of dinosaurs and encouraged children to match them to the pictures. This generated lots of excitement as other children got involved in the activity. Staff introduced descriptive language, such as the, 'long neck' and 'bumpy back' to help extend children's vocabulary. Children have fun playing and exploring, and staff offer ongoing support to help children make good progress in their learning.

Children are keen and motivated learners. They show increasing independence as they

take turns to be helpers and prepare the food for snack time. Children showed consideration towards others as they worked alongside each other and chopped up the fruit. Children counted the number of children present and staff encouraged them to work out how many bottles of milk they needed. This helps to support children's critical thinking. The children benefit from the positive interaction they receive from the staff who engage them in conversation to support their communication skills. Children enjoy listening to stories. Staff made good use of props to captivate the children's interest during the group story. The children had great fun using the props and acting out the story and staff questioned children skilfully to improve their learning experience. The staff counted with children continually throughout the play activities and daily routines. They talked about size and patterns during sensory play activities, such as, 'Which is the biggest pebble?' Children pointed to the larger pebble confidently. This helps to develop children's understanding of shape, size and measure. Children have good opportunities to use their senses to experiment through creative materials, such as paint, sand, water, and baking activities. They showed good control as they used the scissors to cut out some of the shapes for their poppies. Staff allowed children to work at their own pace and offered sensitive support, but were skilled at not taking over. This enabled children to follow their own ideas and create their individual artwork.

Staff complete regular assessments of children and use these effectively to plan stimulating and interesting play experiences across all areas of learning. Overall, they use the indoor and outdoor areas very well to support children's learning and all round development. However, they do not always offer children opportunities to use more challenging climbing and balancing equipment. This means, at times, staff miss opportunities to fully extend children's learning. Children have access to mark-making resources in some activities to develop their early literacy skills appropriately.

Parents are encouraged to get actively involved in their children's learning. This is through daily informal discussions and attending formal meetings where they view their children's progress records. Staff offer suggestions on how parents can support their child's learning at home further and the parents share information about children achievements at home. The staff display the information from parents on the home learning tree. This strong partnership means that parents are well-informed about their children's progress.

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

Children thrive in the calm, nurturing environment. The well-established key person system helps children build secure attachments and promotes their emotional well-being. Staff are caring and supportive making sure that children's individual needs are met. As a result, the children are happy, settled and secure. Staff value all children as individuals. The children develop a strong sense of belonging as they have their own coat pegs and see their artwork displayed around the room. Staff support children to acquire good skills for the future as they teach children to manage their personal needs.

The welcoming, well-resourced environment is well organised and provides separate areas for different play activities and experiences. Children have access to an extensive range of

high quality, age-appropriate resources and equipment. These are thoughtfully organised to enable children to have freedom of choice. Children showed confidence as they selected their play activities. This promotes their independence and prepares them for the next stage in their learning. At certain times, children are able to move freely between the indoor and outdoor areas allowing them to follow their interests and choose their play activities. This adds to their enjoyment and means they get plenty of fresh air and exercise, supporting their physical development.

Staff provide clear guidance for children about how to behave, such as not to run around inside. This means that children learn about boundaries and the expectations concerning their behaviour, as a result they behave well. Staff encourage and praise children, which helps to boost the children's self-esteem. Safety is a high priority. Staff carry out ongoing checks of all areas used by the children to make sure that children can move about the play space in safety. They supervise children well to make sure that children are safe. Children are gaining an understanding of risk through activities that encourage them to explore their environment. For example, staff use pictures of specific equipment to raise children's awareness of potential hazards, such as checking the wooden pirate ship is not slippery. Staff support children's good health well. They provide a variety of healthy and nutritious snacks, including toast and fresh fruit. Staff talk with children to promote discussion around healthy eating to raise the children's understanding about the importance to have a healthy diet.

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

Strong leadership and management means the pre-school runs smoothly. The experienced staff work together well to make sure that all children receive the support they need. There is a well-established programme of professional development to help staff increase their knowledge and skills. Staff attend training on a regular basis, such as courses on letters and sounds and safeguarding. They share information gained from training with the whole staff team to help improve practice. As a team, staff are committed to continually developing the pre-school provision. They review arrangements constantly and implement new ideas to improve what they provide for the children.

Management uses detailed recruitment and vetting procedures to check the suitability of staff to work with children. The clear induction procedures, regular staff supervisions and staff meetings mean that all staff have a good understanding of their roles and responsibilities. All staff have attended safeguarding and first aid training. They know what to do if they have a concern about a child's welfare and who is the designated safeguarding officer at the pre-school. A member of staff has also completed training on e-safety. Documentation and records to support children's safety and welfare are easily accessible and kept secure.

Assessment arrangements are effective and used well by the staff to monitor children's progress, including the required check for two-year-old children. The manager oversees the children's learning records to ensure they are consistent and accurately record the

children's skills. She tracks all children's progress to enable her to identify gaps in children's learning, which led her to incorporating specific activities around mathematics. As a result, children are making good progress in their learning. At times, the organisation of daily routines is not fully considered, such as at the beginning of the session. Although the children continue to be supported appropriately at these times, staff wait for all children to arrive before engaging them in the group activity.

Strong partnerships with parents, carers and external agencies mean that children receive the care and support they require. The Special Educational Needs Coordinator has a good understanding of her role and she works very closely with others involved in children's care. This involves linking with parents and other professionals, such as the portage worker. She works with the manager to support staff to provide care for children that is tailored for their specific needs. Parents receive comprehensive information about the pre-school through the informative handbook, website and regular newsletters. Parents comment positively about the pre-school provision, stating that their children are 'happy, settled, and progressing well'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

Unique reference number	EY264409
Local authority	Dorset
Inspection number	833241
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	37
Name of provider	Verwood First Pre-School Committee
Date of previous inspection	19/05/2009
Telephone number	01202821124

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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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