

Snapdragon Community Preschool

Old Down Hall, 364 Kemshott Lane, Kempshott, Basingstoke, Hampshire, RG22 5UY

Inspection date	10/11/2014
Previous inspection date	19/01/2011

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

- Children settle quickly because staff interact enthusiastically and effectively with them, helping to extend their confidence.
- Children build strong relationships because staff plan well for their emotional well-being, individual needs and interests.
- The manager is approachable and leads an effective team. The monitoring of the educational programmes and children's progress is good.
- Children enjoy their time at this welcoming and supportive pre-school. They make good progress because they are supported by staff who understand how they learn.

It is not yet outstanding because

- Staff do not fully provide children with opportunities to further extend their recognition of various prints, words and numbers in everyday play areas.
- The outdoor area does not offer a wide range of easily accessible resources to encourage children to investigate and explore all areas of learning.

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 in the main base room, the language group room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and children's records.
- The inspector held meetings with the manager of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

Snapdragon Pre-school registered in 2010. It is a sister playgroup to another local pre-school called Dandelions. The pre-school is committee run and is based in a community hall. It has sole use of the premises when it is operating. The pre-school uses the main hall and a smaller room. It also has use of a secure outside play area and access to a kitchen and toilet facilities. It currently opens during Monday to Wednesday, from 9am to 3pm and offers full-day, morning or afternoon sessions, during term-time only. The pre-school is registered on the Early Years Register. Currently, there are 43 children on roll. The manager holds a suitable qualification at level 5 and five staff hold childcare qualifications at level 3. In addition, the pre-school employs two support staff.

What the setting needs to do to improve further

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

- create an environment rich in print and symbols to further extend children's recognition and use of words and numbers in their everyday play
- enhance children's learning opportunities in the garden area by providing a broader range of resources and experiences in all areas of learning and development.

Inspection judgements

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

Children are happy and constantly busy in the pre-school, enjoying a variety of interesting and stimulating activities. Staff have a good understanding of children's needs and know how to organise the environment so that children are engaged and interested in what they do. Overall, teaching within the pre-school is well planned. Staff provide children with helpful instructions by skilfully asking questions to encourage their problem-solving skills. Staff encourages children to develop independence by making their own choices. Children are comfortable moving around the environment seeking out resources and engaging in meaningful play. Staff support play effectively by engaging children of all age groups. Staff plan activities based on children's specific interests, which results in them being motivated and eager to learn. Children's records clearly show how staff monitor development and challenge children's learning towards meeting their next targets in learning. Staff talk knowledgeably about their key children and tailor teaching to meet individual needs. As a result, children make good progress in their learning and development based on their initial starting points.

Staff prepare children well for more formal learning. For example, children learn to

recognise their names and staff develop this further by teaching children to identify sounds and letters. However, there are fewer opportunities for children to easily see various types of print, such as labels, numbers and words in everyday play areas. Nonetheless, staff support and challenge children to develop skills in mathematical understanding. For example, children work in small groups with staff as they match colours, sort groups of objects and play more or less games. Staff are effective in encouraging children throughout the pre-school to learn about numbers. For example, older children are asked to predict how many boys and girls there are in their group. They then count all the children to see if their predictions are correct.

There are many interesting opportunities for children to practise their early writing skills, For example, by using chalk and making marks using a gloop mixture on the floor. Older children are confident talkers and are happy to talk to visitors about the pre-school. Throughout the pre-school, children benefit from sensory learning experiences as they explore different textures of paint, sand, cornflour and water. Staff plan special celebration events for children to increase their understanding of different festivals throughout the year. Children have opportunities to build with construction bricks of different shapes and sizes. They express their imagination well through dressing up and pretend play in kitchen area. Overall, children acquire many skills appropriate to their age and this prepares them well for their next stage of learning.

Staff invite parents to participate in their children's learning through various means of communication such as daily interactions. Staff complete concise assessments including the progress check for two-year-old children which they share with parents.

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

Children form secure attachments with staff, which makes them feel safe and happy. There is an effective key-person system. As a result, staff place good emphasis on the child's emotional well-being. They offer consistency of care to young children even when their main key person is absent. This results in children being confident and independent in their explorations. Staff have clear and well-established routines and children know what is expected of them at all times. Staff model friendly and respectful relationships, as a result, children are learning to be kind towards one another and play well together in the pre-school. Staff use consistent strategies and give children clear guidance about how to behave in social situations, share resources and take turns. Daily routines are well planned and established, so that children have plenty of time to enjoy their explorations uninterrupted, knowing when it is time to tidy up, sit for their meals or group sessions.

Staff support children to take risks and learn about having responsibilities. For example, older children help peel and prepare their own fruit at snack time. In addition, they are learning about where their food comes from. Children use the toilets and wash their hands with increasing independence, while staff support the youngest of children to develop such skills. Children play in a clean and welcoming environment and staff provide many resources to help promote their development including positive images. Staff attractively display resources and equipment which they make safe to children to use. The

organisation of resources is generally good, which enables children to be independent as they access the toys they need for their explorations. However, the deployment of resources and learning opportunities outdoors does not provide a rich extension of the indoor environment to enable children's exploration in all areas of learning.

Staff give good priority to the safety of children. Staff teach children about the importance of minimising risks of spreading infections by regular hand washing and disposing of used tissues. Staff give gentle reminders about safety during the day. For example, they remind children about using the slide appropriately and fastening their shoe laces to prevent them tripping. Children have a healthy lifestyle while at the pre-school. They benefit eating nutritious snacks provided by staff. Children enjoy fresh air and physical exercise daily. As a result, they learn to negotiate space outdoors, for example, when using ride-on toys, climbing, digging in the sand and using various materials to hide under. In addition, there are regular opportunities for children to go on outings, for example, staff take them on local walks. Overall, staff encourage children to build healthy habits for the future.

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

The manager works closely with their sister pre-school, staff, parents and children to meet the requirements of the Early Years Foundation Stage. The manager maintains good standards in learning and care at the pre-school. She is a caring and an approachable leader who prioritises the welfare of the children and their families. Staff protect children through close supervision, effective staff deployment and clear policies and procedures, which contribute to their safety and welfare. Staff have a thorough knowledge of child protection issues and take positive steps to protect children. The manager ensures that all staff receive safeguarding training to support children's safety and security. She ensures staff carry out comprehensive checks of the environment to minimise hazards and the risk of accidents to children to keep them safe. A range of comprehensive policies and procedures are effectively used and monitored by managers, staff and the committee of the pre-school.

The manager monitors the educational programmes in the pre-school through regular activity evaluations and staff meetings. Children's assessments are effective and precise, helping staff to identify any additional needs at an early stage. The staff team have a positive and proactive attitude to continuous evaluation and improvement of their practice. They are receptive to new ideas to continue to develop the service they offer. The manager is determined to continuously improve the provision so that all children reach their full potential in their learning and development. She has realistic plans to improve the physical play environment as well as continuously supporting staff in their professional development. The manager offers staff regular one-to-one meetings and together they plan further training to extend staff's knowledge of early years. The pre-school has made a number of improvements since the last inspection and has fully addressed the previous recommendations. As a result, an effective system is developing to share information with other settings that children may attend.

The manager and staff encourage and facilitate close collaboration with parents. The staff have a good relationship with parents and actively seek their views and opinions. Parents' complete questionnaires and their feedback is used to identify areas for development. Staff keep parents informed about their children's learning on a regular basis and parents also inform staff of the child's life at home. This allows for continuity in children's learning, helping them make good progress. In addition, parents meet with their child's key person three times a year to discuss their children's progress and work together for the benefit of the child. Staff work hard to develop and maintain partnerships with many local schools and agencies, which benefit the children to ensure they have a smooth transfer when leaving. Most teachers visit the pre-school and staff share their comprehensive records of children's learning with them to promote the continuity of learning.

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	EY406413
Local authority	Hampshire
Inspection number	831472
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	43
Name of provider	Dandelions Community Pre-School
Date of previous inspection	19/01/2011
Telephone number	01256818857

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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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