

Pewsham Pre-School Limited

Kings Lodge Community School, Lodge Road, CHIPPENHAM, Wiltshire, SN15 3SY

Inspection date	21/11/2014
Previous inspection date	10/05/2012

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 make good progress in their learning and development in relation to their starting points. This is because staff have a detailed knowledge of individual children and their next steps in learning.
- Staff give high regard to supporting children's language skills. The use of letter sounds is effectively promoting children's early reading skills and levels of engagement.
- Strong partnerships with parents are evident, which means that parents are very aware of their child's progress and how they can support their learning.
- The management team members work well together, ensuring a good level of organisation. They are passionate about the quality of the provision and constantly strive for improvement.

It is not yet outstanding because

- Opportunities for children to take responsibility for carrying out small tasks, such as pouring their own water at snack time or putting on their wellington boots, have not yet been fully embraced to further develop their independence.
- Occasionally, the organisation of creative activities for children is not fully effective in enabling all of them to play a full part in the learning experience.

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 compulsory part 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 main playroom and outdoor play area.
- The inspector held discussions with the joint managers, and spoke with the staff and children at appropriate times during the inspection.
The inspector looked at the children's learning records, planning documentation,
■ evidence of suitability of staff working within the pre-school, a selection of policies and procedures, and a range of other documentation
- The inspector undertook a joint observation with one of the joint managers.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Full report

Information about the setting

Pewsham Pre-School is a well-established group that moved to their present premises in 2004. It operates from a converted self-contained mobile building on the grounds of Kings Lodge Primary School in Chippenham, Wiltshire. Children also have access to an enclosed outside play area, part of which is covered by a canopy. There are currently 43 children in the early years age range on roll who attend for a variety of sessions. The group opens five days a week during school term times. Sessions are from Monday to Friday 8.50am till 11.50am and 11.50am till 2.50pm. Nine members of staff work with the children, all of whom have early years qualifications to level 2 and 3. The pre-school is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It has disabled access for adults and children, and is able to support pupils who are learning English as an additional language.

What the setting needs to do to improve further

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

- offer children further opportunities to support their independence, by allowing them to carry out more small tasks for themselves
- develop further the organisation of some creative activities for children, so they can consistently play a full and active part in all learning experiences provided.

Inspection judgements

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

The quality of teaching is good. This is because staff have a good understanding of the Early Years Foundation Stage and the areas of learning. Staff regularly observe and assess children's continuing progress and next steps in learning are precisely focused. Additionally, children's 'Learning journeys' and tracking systems show how children are making good progress towards the early learning goals. Parents are continually involved in their children's learning and development, and meet with key staff to discuss and complete the progress check at age two years. Staff also invite parents to sessions at the pre-school to sample the play experiences their children enjoy and to discuss their children's development. This ensures parents are effectively included in their child's development to provide a coherent approach to learning in the setting and at home.

Staff give high priority to promoting children's development in communication and language. For example, staff teach children to recognise letters of the alphabet and to link sounds to these. This lays the foundations for decoding words. Staff encourage children to

recognise letters and sounds when labelling their work and this further enhances their understanding of the written word. Staff asked children open-ended questions during their activities to make them think, and all children have ready access to a wide selection of good quality books. At the inspection some children explored books independently while others sat happily alongside staff to share stories. Staff reading a favoured story extended children's listening skills as they encouraged them to respond to questions that they asked. This helps to enable children to re-tell stories and sequence events. Staff consistently support children in using counting and numbers in everyday play situations. Children were observed to confidently count to 10 and beyond in their games and, at snack time, children counted how many plates and cups they would need for other children at the table, adding one or two more each time more children arrive. This effectively promotes their mathematical skills. Therefore, children acquire the skills, abilities and attitudes to prepare them well for their future learning and for school.

Children use a range of technology, such as computer tablets, to promote their understanding of the world. Children learnt about the natural world as they used 'colour samples' to collect items of interest such as leaves and twigs in the outdoor area. Staff encourage children's physical development both indoors and out. At the inspection children were excited as they did 'Wake and shake' and staff supported them to feel their hearts as they finished. Children confidently use wheeled toys, balls and balancing equipment well and have plenty of space to run around. As a result, children develop good physical skills. Children expressed their art and design skills as they explore paint. Children celebrated 'World hello day' and staff provided children with opportunities to paint the word 'Bonjour'. Children were keen to be involved in the activity and to try this for themselves. However, at times children were not able to do so comfortably as they were sat around a large table and, at times, some became frustrated as they could not always reach and use all the paint colours on the table. This means that children do not always benefit fully from the experiences available.

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

The key-worker system is very effective. Each child has a key worker who works closely with the family as a whole. Staff have formed very caring relationships with children, which helps to enable them to be secure in seeking reassurance and comfort. This supports children's personal, social and emotional needs positively and helps them to become confident in developing their own play experiences. Consequently, children feel a strong sense of belonging. Children behave well because staff are good role models and give clear guidance of what is expected. Staff are motivated and attentive to children's needs and are always close to offer help and support. Children develop a good understanding of how to keep themselves safe and how to manage risks in their environment. For example, children helped risk assess activities and contributed readily to discussions about staying safe. Children look out for each other whilst reminding each other of safety matters and appropriate behaviour. As a result, children are well behaved, friendly and settled.

Staff promote children's good health very well. Staff communicate well with parents and

agree arrangements to ensure that their child's individual diet, health and welfare needs are effectively met. Staff provided children with a broad range of nutritious snacks, all prepared on the premises. Children understand the importance of good hygiene practice and independently wash their hands before having their snack. At the inspection the children served their own snacks and opened their own milk cartons. However, opportunities for independence were not always consistent for those children that requested water during snack time. Staff were seen to pour water from jugs into cups for them whilst children sat down. Additionally staff put children's wellington boots on for them whilst outdoors. These are small tasks that children are capable of doing for themselves with some support. Staff encourage lots of fresh air with access throughout the day to the well-resourced outdoor area. This helps children to adopt positive attitudes towards a healthy lifestyle.

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

Leadership and management are good. The management team and staff are very committed and enthusiastic about their work and have a good understanding of their responsibilities for meeting both the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. Children are safeguarded because staff have a good knowledge and understanding of the signs and symptoms to look for should they have any safeguarding concerns. Additionally, the management team has clear policies and procedures embedded within its practice. These include a safeguarding policy with clear reporting procedures to keep children protected. All staff have attended training in this area, which further enhances children's safety. Robust recruitment, vetting, supervision, appraisal and induction procedures are also in place, ensuring adults working with children are suitable to do so. Staff are vigilant throughout the day and take steps to keep children safe, such as checking the garden area before children go out to play. Regular audits and the monitoring of accidents/incidents and their causes feed into the risk assessment process to support the ongoing improvement of children's safety. Therefore, children are protected well.

The management team is involved in all aspects of the children's care and oversees the work of the staff team, modelling good practice and providing training, support and guidance where appropriate. The joint managers monitor the planning and assessment within the pre-school to make sure it is consistent for each child. They support staff in using a range of documentation to help them to complete precise assessments of children's development through a blend of child-initiated and adult-led activities. This helps to ensure children continue to make good progress in their learning and development and that those who are not gain the appropriate support they need. Effective self-evaluation takes into account the views of all parents, staff and children. Children's ideas are valued and obtained through discussions and observations of the activities that they enjoy the most. Parents' views are sought through regular communication, questionnaires and newsletters. The management team collates feedback from parent's questionnaire and good use is made of this information as they respond positively to their ideas. This helps to ensure everyone feels valued and included in further developing the

pre-school to meet everyone's needs.

The management team has effective systems in place to support children as they move onto school. Children visit the local school and reception teachers are invited by staff to attend the pre-school to meet the children. This helps to enable the key person to discuss children's individual learning and development and any special educational needs and/or disabilities, ensuring continuity of care and learning. Parents spoken to on the day of the inspection were highly complementary about the care and education provided at the pre-school. The pre-school has good strategies in place for working alongside outside agencies to support children if required; this helps to ensure children receive good quality interventions and support for their learning and care needs.

The Childcare Register

The requirements for the compulsory 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	EY441007
Local authority	Wiltshire
Inspection number	824556
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	43
Name of provider	Pewsham Pre-School Limited
Date of previous inspection	10/05/2012
Telephone number	01249461017

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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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