

Lordsmead Pre-School Playgroup

St Peter's Church Hall, Lordsmead, Chippenham, Wiltshire, SN14 0LL

Inspection date	13/11/2014
Previous inspection date	02/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 promote children's confidence well through praise and support, which encourages children to keep trying to solve a problem or to achieve a goal.
- Staff form strong bonds with parents and support continuity in children's learning by helping parents with ideas of how to continue children's learning at home.
- Staff support children's move to school well through close links with the local primary schools and Reception class teacher. This supports children's well-being.
- Staff have a good knowledge and understanding of the statutory requirements and make detailed plans to ensure activities for children cover all areas of learning.

It is not yet outstanding because

- At times, children are not able to fully explore and test their ideas independently and to their satisfaction.
- Staff do not fully support children's needs during routines at snack time, resulting in some learning opportunities not being fully extended.

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 engaged in observations of staff interacting with children.
- The inspector held discussions with parents, staff, children and management.
- The inspector held a joint observation with the manager.
- The inspector viewed the nursery's documentation including planning, children's folders, documentation on staff and some policies.
- The inspector reviewed all staff's suitability checks.

Inspector

Paul Cornock

Full report

Information about the setting

Lordsmead Pre-school Playgroup opened in 1976 and operates from St Peter's Church Hall, Lords Mead, Chippenham. There is access to a kitchen, toilets and outside play area. It is open weekdays from 9.00am to 11.55am and 12.00pm to 3.00pm. Children can also attend 9.00am to 3.00pm term time only. The pre-school also offers school preparation sessions on Thursdays from 9.00am to 11.55am and 12.00pm to 3.00pm and on Fridays from 9.00am to 11.55am for children who will be moving onto school. The pre-school is registered on the Early Years Register. A maximum of 28 children may attend the pre-school playgroup at any one time. There are currently 39 children aged from two to under five on roll, some in part-time places. The pre-school can support children with educational needs and/or disabilities. There are 10 members of staff, nine of whom hold early years qualifications. The setting provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- ensure staff encourage children to fully explore and test their ideas independently, to the child's satisfaction

- revise routines around snack time so staff can extend all children's learning and meet the children's needs fully during this time.

Inspection judgements

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

Staff have a good knowledge and understanding of the statutory requirements and make detailed plans to ensure activities for children cover all areas of learning. Staff plan challenging and interesting activities that help children make good progress because they have a secure knowledge of how to promote children's learning. Staff support children through the individual child's interests and have a good knowledge of each child's needs, which is used when planning children's next steps for learning. For example, staff use flour to encourage children to experiment with making marks and teach children how to write the first letter of their name in the flour. The standard of teaching is consistently good throughout the pre-school. However, at times, staff do not fully extend children's ideas by allowing them time to test and explore them to the child's satisfaction. This does not encourage children to create new ideas and become fully active learners. Staff have high expectations of all children at the pre-school which is based on a secure knowledge of the child's skills. This is gained through accurate assessments and careful observation of

children's learning. During observations, staff listen to children and support most learning with skilful and appropriate questioning, which helps children to make good progress.

Staff begin planning challenging and appropriate experiences for all children as soon as they start at the pre-school. This is because staff quickly gain a clear understanding of all children's level of development and needs through initial discussions with the child's parents. Because of this, children are interested and keen learners and are progressing well towards the early learning goals over time, given their starting points. Children are generally working comfortably within the typical range of development expected for their age. Children who are not are quickly identified by staff and appropriate interventions are put in place to help children make good progress. For example, staff support children well with the acquisition of communication and language skills through agreed strategies with all staff and the children's parents. Staff are able to gain support and advice from other professionals if needed. This means that children are able to quickly start making progress towards their typical range of development expected for their age. Staff ensure that most children are developing the skills they need to learn for when they eventually move to school. Staff form strong bonds with parents and keep parents well informed of their child's learning through regular meetings and discussions. Staff encourage parents to share information about the child's learning and development at home and give parents good ideas to continue the learning at home. This supports continuity in children's learning in the pre-school and at home, which helps children make good progress.

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

Staff promote children's confidence well through praise and support, which encourages children to keep trying to solve a problem or to achieve a goal. A well-established key-person system helps staff form secure attachments with children and provides a strong base for children to explore and increase their independence. Staff are good role models to children and apply agreed constant strategies to help teach children about what is acceptable behaviour. For example, children are encouraged to listen to each other and value others' ideas and comments during small group activities. Staff encourage children to take turns when pouring their own drinks, and teach children independence by allowing them to butter their own toast at snack time. Staff are generally deployed well and are on hand to support children's needs. However, at snack time, the routines currently in place do not allow staff to support children's learning and meet their needs fully during this time.

Staff teach children how to manage their own personal needs and explain to children why it is important to wash their hands before meal times. Because of this, most children are competent at managing their own personal needs. Children's behaviour shows they feel safe and secure in the pre-school and children are confident to seek support or share concerns with staff.

The environment is generally well resourced and welcoming for children both in and outdoors and provides a range of experiences for children to choose independently. This supports children's all-round development and emotional well-being. Staff support

children's move to school well, through close links with the local primary schools and Reception class teacher. The local Reception class teacher often visits the pre-school to read stories and speak with the children, which supports children's confidence when the move to school arrives. Staff also form good links with other settings that children attend by regularly sharing assessment and ideas to ensure continuity in children's learning.

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

The manager uses a detailed and effective plan to ensure children benefit from a broad range of experiences that cover all areas of learning. The manager uses her good knowledge and understanding of the learning and development requirements to check how children's learning is progressing towards the early learning goals and this informs future activities. As a result, most children are making good progress. A designated member of staff monitors assessments of children to ensure they are consistent and accurate throughout the pre-school. As a result, staff have an accurate understanding of children's abilities and skills. Staff meet regularly to check that individual children who may need extra support are identified and appropriate interventions sought. Children with identified needs are making good progress from their starting points. This is because management monitor the progress these children make to ensure gaps in their learning are closing and staff are able to access appropriate support from other professionals if needed.

The manager demonstrates a good understanding of the safeguarding and welfare requirements and staff are able to act quickly to help protect children from potential or actual harm. This is because staff training has a strong focus on safeguarding and child protection and staff review the pre-school's policies regularly. The manager has completed safer recruitment training and regularly meets with staff to check their ongoing suitability to work with children. Staff are fully aware of their responsibilities to help safeguard children. They have a good understanding and knowledge of the policies and procedures relating to safeguarding and know how to act to gain further advice to protect the children in their care.

The manager monitors the level of teaching and helps staff improve their knowledge, understanding and skills. This is because a well-established and effective programme of professional development is in place. For example, the manager observes the staff's teaching and is able to identify strengths and implement plans for improvement. The manager demonstrates a drive for improvement with a clear plan, which incorporates the pre-school's strengths and weaknesses. For example, the manager has identified the 'school room' as an area for improvement. This is so staff can offer children of pre-school age more challenging learning experiences to prepare them for school. This is because the views of staff, children and parents form an accurate part of the pre-school's self-evaluation. Staff form strong partnerships with parents, other settings and external agencies when needed, which helps everyone involved with the child's learning to support children's needs well.

The pre-school manager and committee are clear about their responsibilities and the manager regularly updates the committee on the pre-school's priorities and progress. The designated member of the committee has a suitable knowledge of the statutory requirements and is able to monitor the manager's performance to ensure the pre-school's standards stay high. The committee has suitable knowledge to act appropriately should the manager leave or require a prolonged period of time away from the pre-school. This ensures that the leadership of the pre-school can continue their good practice.

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	199368
Local authority	Wiltshire
Inspection number	843257
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	39
Name of provider	Lordsmead Pre-School Playgroup Committee
Date of previous inspection	02/03/2011
Telephone number	01249 464 222

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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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