

Manton Pre-School

Manton Village Hall, Preshute Lane, Manton, Marlborough, Wiltshire, SN8 4HQ

Inspection date	15/12/2014
Previous inspection date	13/11/2009

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

- Teaching is good. Staff plan a wide range of purposeful activities which capture children's interests and effectively support their learning and development.
- Children develop effective communication and thinking skills as staff make good use of open-ended questions as children play.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour and praise and acknowledge children's achievements.
- The supervisor leads the pre-school team well. Effective self-evaluation systems are in place to drive continual improvement in children's outcomes.

It is not yet outstanding because

- Opportunities for children to use information and communication technology resources and programmable toys are not freely accessible.
- Staff do not consistently promote all opportunities for children to gain independence as staff carry out some tasks that children could do for themselves.

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 main playroom and the outdoor play area.
- The inspector held discussions with the supervisor and spoke with 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 invited the supervisor to undertake a joint observation.
- The inspector took account of the views of parents and carers.

Inspector
Julie Swann

Full report

Information about the setting

Manton Pre-School opened in 1970. It operates from the village hall in Manton, near Marlborough in Wiltshire. The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 13 children on roll, who attend various sessions. Children use the main hall with ready access to an outdoor play area. The pre-school opens for five weekdays during school terms. Sessions run from 9am to 12.30am Monday to Friday, and additionally, from 12.30pm until 3pm on Tuesdays and Thursdays only. Three members of staff work directly with the children. They all have relevant qualifications at levels 3 and 4. The setting welcomes children that have special educational needs and/or disabilities, and those that speak English as an additional language. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work
- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves.

Inspection judgements

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

Teaching is good. Staff have a good understanding of the learning and development requirements, and this means that children take part in a broad range of activities which cover all aspects of learning. Staff makes regular observations and assessments of children that identify children's next steps in their learning. This informs the planning and includes any additional support or challenges children may need. Children have individual 'learning folders' which give a clear overview of their progress over time. Staff share this information with parents, who are encouraged to share their views and enhance children's development at home. This helps to ensures continuity of learning and good identification of children's individual progress. Staff invites parents to attend parents' evenings and parents have easy access to a broad range of information about activities and learning objectives within the pre-school. Consequently, parents are fully included and understand how to support their children's learning.

Staff place a strong emphasis on supporting children's communication and language skills.

Children enjoy easy access to a broad range of books and reading materials, which are available both indoors and outdoors in the garden. Children happily chat with staff and their peers during activities and concentrate on activities for increasing periods. Staff ask children good open questions during play, while responding to children's ideas and thoughts. For example, children decided to draw a 'monster' and shared with staff that they needed to draw larger 'boots' to cover the 'monster's claws'. To help children make connections in their learning, staff followed on from the activity and checked children's understanding of the different body parts of the 'monster'. One child confidently observed that the feet are 'spiky and very dirty' and 'the head is big'. Staff develop children's language skills further with opportunities for weekly French lessons with an outside provider. As a result, staff introduce children to an ever-widening vocabulary, which in turn helps to support their good communication and language development. Consequently, children are well prepared for the next stage in their learning and eventual progression onto full-time school.

Children have many opportunities to be creative and make marks, promoting their early writing skills. Children enjoy their role play, such as being a 'cat' or a 'dog'. Children played at 'babies' where they bathed a doll, took off its clothes and patted its back. Staff took advantage of this interest and supported the children in the more difficult task of then redressing the doll. This effectively promotes children's growing imagination. Children participate in daily opportunities to develop their physical skills as they access a good range of equipment inside and out. Outdoors, children run, climb, jump and ride bicycles. Additionally, children explore natural resources such as bark, sand and water. Children explore mathematical concepts during their everyday play. For example, children filled differently sized and shaped containers and made 'ice cream' by mixing earth and water together. Children then asked each other 'if they needed more water' before the ice cream goes into the 'freezer'. This promotes children's understanding of weight and volume and extends children mathematical understanding further. However, children have fewer opportunities to freely use and access a range of technology as part of their core play and learning experiences. This reduces occasions for children to talk about such equipment and explore how things work, like computers and programmable toys.

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

Children's needs and individuality are well known and supported with an effective key-person system. Staff work closely with parents to ensure children's move into the pre-school is a pleasant experience. For instance, staff asks parents to complete an 'all about me' form for their child where they can record information about routines, likes and dislikes. As a result, children are happy, settled, and develop close and trusting bonds with their 'special person'. Children learn to behave well because staff make it clear what is expected of them and why. Children of all ages quickly learn the rules and expectations of the pre-school and respond well to the warm and supportive guidance of staff. For example, children were kind to each other and shared and took turns during play. This approach reflects on their behaviour, which is good, because children feel secure.

Staff place a good emphasis on children learning how to stay safe through gentle

reminders of how to care for the environment, resources and each other. For example, children reminded each other not to place small magnetic 'fishing game' pieces near their mouths and not to run indoors. This helps children to take responsibility for their own safety. Children know the importance and benefits of a healthy lifestyle as they play outside in the fresh air. Staff promote regular hand washing routines and children learn why this is important. For example, children know why they need to wash their hands before eating and staff encourage children to notice the effects of exercise on their bodies. Children enjoy suitable healthy snacks, such as fresh fruit and toast. Children buttered their own toast as they sat together with their friends and staff for snack time. However, the organisation of snack time provides fewer opportunities for children to develop their independence skills further as they are not able to play an active role in setting the table for snack or its preparation.

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

The supervisor leads and manages the pre-school well. Children are safeguarded well as staff are very vigilant and ensure that children play in a safe and secure environment. All staff receive first-aid and safeguarding training, and then update this training accordingly. The provider has clear policies and procedures in place; for example, for safeguarding, whistle-blowing and the use of mobile phones and cameras. Staff make parents fully aware of the pre-school's duty of care to act in the child's best interests at all times. Consequently, children are kept safe from harm. Staff recruitment and selection procedures are sound and follow 'safer recruitment' guidelines. Staff complete the required suitability checks and work well as a team. The supervisor supports staff through weekly meetings, supervision and appraisals. This contributes well to raising quality and outcomes for the children.

The staff team is enthusiastic and dedicated to providing good quality care for children. Comprehensive tracking systems are in place to monitor the effectiveness of the educational programmes and the supervisor works with staff to analyse the quality of planning and assessment. For example, the supervisor makes regular observations of staff practice and carefully monitors the planning and activities provided to ensure there are no gaps in the educational programme. Staff access a range of training to improve their skills and qualifications, which impacts positively on the service they provide. This enhances the learning outcomes for children. The provider has detailed risk assessments that cover all areas of the building, grounds and provision. The supervisor uses these to make daily checks to help ensure children are safe. Accident and medication procedures are good and the supervisor monitors accident, incident and previous injury records to identify any patterns and address any causes. This enhances children's safe care and enjoyment.

Self-evaluation is good and includes an overview of what the setting does well, taking into account the views of parents, staff and children. Staff work very well in partnership with parents. The supervisor provides good information about the pre-school and the Early Years Foundation Stage through a welcome pack and regular newsletters. Parents complete regular questionnaires and their comments about the pre-school are very

positive. Parents praise the staff's flexible approach to meeting their children's individual learning and care needs and state that they are extremely pleased with the way their children have settled. The provider and supervisor have forged very positive relationships with other providers, such as the local school. For example, staff invite Reception class teachers into the pre-school and children have weekly visits to the school to access their 'play pod'. These activities further enhance learning and enable all children to make very good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	146030
Local authority	Wiltshire
Inspection number	841738
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	13
Name of provider	Manton Pre-school Committee
Date of previous inspection	13/11/2009
Telephone number	07776 006000

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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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