

Swindon Village Early Years

Church Road, Swindon Village, Cheltenham, Gloucestershire, GL51 9RE

Inspection date	06/11/2014
Previous inspection date	09/02/2009

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, settle well and form positive relationships with staff. Consequently, children are motivated and ready to learn.
- Staff establish successful partnerships with parents which help support children's needs, including children learning English as an additional language.
- Staff know the children well and regularly assess their individual learning. As a result, staff are able to identify any gaps in children's learning and can then plan activities to target specific areas of learning.

It is not yet good because

- On occasion, staff do not fully monitor who enters the front door as parents drop their children off. This means that unauthorised persons could enter the building and this compromises children's safety.
- The quality of teaching is variable. Staff interrupt children's play for adult-led routines and activities which last too long. These activities do not provide enough challenge for all children to make the best progress. Some younger children become restless and distracted.
- Staff do not use the outdoor play space to its maximum potential to fully support children in 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 children in all areas of the pre-school.
- The inspector held discussions with the pre-school manager, owners, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Swindon Village Early Years registered in 2001 and is a privately run pre-school. The pre-school is situated in the village hall in Swindon Village, which is on the outskirts of Cheltenham. The pre-school serves the local community and the majority of children transfer to Swindon Village Primary School. The pre-school is registered on the Early Years Register. It receives funding for the provision of free early education for children aged two, three and four years. There are currently 78 children on roll. The pre-school is open every morning, with extended sessions on Monday, Wednesday and Thursday afternoons during school terms. The pre-school makes use of the main hall and the surrounding playing field. There are eight regular staff members, all of whom have relevant qualifications. The managers are both qualified at level 3. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The pre-school use the school playground for some outdoor play and staff take children on outings around the village and to the local park, church and farm.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take all reasonable steps to prevent unauthorised persons entering the premises at all times
- review the daily routine to reduce adult-led interruptions in children's play, and to ensure that prolonged waiting times are reduced during whole-group activities and snack times, so that time is used more productively to promote children's learning and development.

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

- ensure play and learning experiences in the outdoor area cover all the areas of learning and development, to support those children who prefer to play and learn outside.

Inspection judgements

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

Children enjoy their time at this bustling pre-school. Staff exchange information with parents to establish children's skills and abilities when they first start. This helps staff

monitor children's progress and target next steps for children's learning from the outset. Staff make ongoing sensitive observations of children's play which they share with parents regularly. They use these observations to make accurate assessments on children's growing skills and learning. This includes the required progress check for two-year-old children. As a result, staff identify gaps in children's learning and development and the key person plans extra support, which helps children catch up and make progress.

The quality of the teaching is variable. During children's self-chosen play, staff interact well with children as they effectively promote children's learning through appropriate practice. They allow time for children to explore resources on their own as they move around the main room selecting toys and friends to play with. This helps staff to build on children's interest to support their learning positively in all areas. For example, small groups of children cluster around their key person as they ask for a story time. Staff tell stories well with lots of expression, ensuring all children can see and hear clearly, and encouraging children to participate. Children engage well as they listen attentively, contributing their own thoughts and responses. Staff get down to the children's level and extend their learning through joining in with small-world play. Staff encourage children to think about what they are trying to achieve as they act as co-learners. As a result, some children demonstrate creative thinking skills and sustain attention particularly well. For example, children worked together through trial and error to construct a bridge that was strong enough to carry a toy dinosaur.

However, staff interrupt children's self-chosen play to bring older and younger children together as a large whole group. Adults expect children to take part in adult-led activities and routines for extended periods of time. During these activities, staff miss opportunities to extend children's learning further as they spend much of their time directing the whole group. For example, children enjoyed playing with balls and jumping over a skipping rope; however, staff did not support children to develop accuracy in throwing or catching the balls, or to develop different ways of moving over the skipping rope. During singing activities, staff did not effectively encourage younger children's counting skills as they sang number rhymes. As a result, younger children do not make the best progress possible. Nevertheless, older children develop suitable skills that will support them in their move to school. Staff teach children to read and write their names, to listen carefully and build on their friends' ideas through conversation. Staff encourage older children to solve number problems, such as working out how many cups they need on their table at snack time.

Generally, staff provide appropriate support to promote children's communication and language development. Children are interested and engaged in activities that they choose for themselves, and conversation flows. At these times, staff ensure they give children time to organise their thoughts into words and respond. For example, staff remind children to wait and listen for their friends to reply. This helps children develop their confidence to speak and their language skills. Staff comment on the play of youngest children introducing new words and repeating back the words children say. This helps younger children to learn the correct way to phrase their thoughts and extends their vocabulary.

Staff help children to feel part of their local community and develop their learning as they

receive visits from groups, such as local fire fighters, and charity groups. Children are eager to use the small outdoor play space. All age groups spend some time each day in the fresh air. Children develop some physical skills as they pedal small tricycles around the garden with control, and play with hoops and see-saws. However, staff have not fully implemented their plans to improve the outdoor area. They do not always provide a suitable range of resources for children to explore other areas of learning outside. This does not support children's all-round development or those children who prefer to learn outside.

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

Children form positive and trusting relationships with the staff, showing they feel emotionally secure, owing to an effective key-person system. They go to their key person when they need comfort. Staff develop children's social skills in readiness for school and encourage good manners, listening and taking turns. Children are very willing to have a go because they know staff value their efforts. Staff are kind, polite and consistent as they support children's positive behaviour. However, the organisation of the routines does not fully support some younger children to manage their behaviour well. They become distracted and restless during the time they spend waiting together as a whole group taking part in one activity. For example, when all younger children went outside together they began fighting over the ride-on toys, growing frustrated as they waited for their turn. Younger children waiting inside for a turn to run over a skipping rope started pushing each other as they grew distracted. In addition, children waiting for their snack tried climbing over each other to get down from the table as they were waiting too long for their food. These weaknesses waste children's time and do not promote their well-being, learning and development.

The pre-school staff effectively promote all children's understanding of diversity. Staff know and use simple words and phrases in children's home languages. Staff display words and images that reflect the cultures of the children who attend positively. Children gain an awareness of diversity in society as they play with dolls, books and small-world toys. Staff sensitively encourage children to explore their individual differences through conversations where they express preferences. For example, staff help children notice each other's pictures and choices as they create their own collages.

The environment is welcoming, and older children can help themselves to toys and resources most of the time developing their independence. Staff teach children to become competent at managing their personal needs relative to their ages. Consequently, children learn about healthy lifestyles well. They wash their hands before eating and after visiting the toilet. Staff are vigilant and maintain appropriate staff-to-child ratios to supervise children. This means that children develop a focused understanding of safety, such as the importance of not running in the indoor area, in case they fall.

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

All staff understand their responsibility to protect children from harm and they take appropriate action, if required, to safeguard children. Appropriate recruitment procedures ensure that the adults working with children are suitable to do so. The staff effectively implement the pre-school safeguarding policies and procedures which protect children in the event of any concerns about their welfare. Staff are all aware of the appropriate procedures around the use of mobile phones and cameras in the pre-school.

Staff complete risk assessments for the environment, indoors and outside. Daily checks also help staff to promote the safety of children. However, although staff are proactive to secure the door of the pre-school building from the indoors in order to ensure that no child can leave unsupervised, the security system from the outside is not effective at all times. Occasionally, as children arrive, staff move away from monitoring the external door as they engage in discussion with parents. This means that visitors can enter the premises without staff's knowledge, which compromises children's safety. This is a breach of the requirements of the Early Years Foundation Stage. However, this does not have a significant impact on children's safety because staff supervise children closely at all times to ensure that they do not leave the main room or outdoor area during the session.

Staff have a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. They plan to support children's learning in all areas. Managers provide appropriate staff supervision to support staff's personal development and promote the outcomes for children. However, managers have not fully monitored the impact of routines on the youngest children. Assessment of children's progress means staff can identify any gaps in children's development and make timely intervention to support their specific needs. Staff have established partnerships with other professionals, for example, with the speech and language therapist, which helps to support children's individual needs well. There are secure partnerships with the feeder school and other local school. Therefore, children receive sound support to help smooth the move on to school.

The pre-school's self-evaluation takes into account staff's, parents' and children's views, using questionnaires and regular meetings. The managers have targeted plans for improvement that benefit children and they have a good understanding of the strengths of the pre-school. There is an effective partnership with parents in place at the pre-school. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written, to provide continuity in children's learning. Staff tailor the provision around the needs of children and their families. For example, staff translate children's assessment documents, and other important information, into different languages to support parents who do not speak or read English well.

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	101691
Local authority	Gloucestershire
Inspection number	839121
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	78
Name of provider	Debra Styman & Sally Stennett Partnership
Date of previous inspection	09/02/2009
Telephone number	01242 690479

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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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