

Powick Pre-School

Powick Parish Hall, Malvern Road, Powick, Worcestershire, WR2 4RT

Inspection date	19/12/2014
Previous inspection date	22/03/2010

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 are making good progress in their learning and development. This is because the quality of teaching is good and staff provide interesting and challenging experiences for children.
- Children form strong bonds with their key persons and, as a result, they are happy, settled and well-behaved.
- Partnerships with parents are well-established. This means that each child's individual care and learning are accurately met.
- Effective safeguarding policies are very well-implemented and understood by all staff so that children are safe.
- Managers ensure there is continuous improvement in the provision through effective self-evaluation and good levels of motivation.

It is not yet outstanding because

- Staff do not always use effective communication methods so that all children can follow what is happening and do not become distracted when it is time to change activities.
- Staff do not consistently provide clear messages about healthy eating options to help children learn about healthy lifestyles.

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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the chair, manager and staff.
The inspector looked at documentation, including a selection of policies and
- procedures, evidence of staff suitability and qualifications and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the pre-school's supervisor.

Inspector

Amanda Tompkin

Full report

Information about the setting

Powick Pre-School was registered in 1992 and is on the Early Years Register. It is situated in the village hall in Powick, Worcestershire, and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one at level 6. The pre-school opens Monday to Friday, term time only, from 9am until 3pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children. It supports children who speak 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:

- focus more carefully on staff using effective communication skills, for example, by introducing visual prompts to help all children communicate and understand the daily routine
- extend children's understanding of healthy eating by providing good examples to children during mealtimes.

Inspection judgements

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

Children are happy and settled in this friendly and welcoming pre-school. Children make good progress because there is a broad range of interesting and challenging activities that they enjoy. Staff have a good understanding of children's interests and different stages of development. Staff effectively use this information to plan activities that enable children to progress across all seven areas of learning. Children's progress is monitored by their key person, who records their stages of development in learning journals, using photographs and regular observations. Staff use these records to plan for the next steps in children's learning. As a result, key persons are knowledgeable and skilled at encouraging children to move on to the next stage in their learning. Staff are highly motivated to support children's individual needs in planning activities to help narrow any gaps swiftly. For example, children who speak English as an additional language are well-supported due to extremely close relationships built with parents. Staff also use good teaching methods, such as using simple words in children's home languages, facial expressions and good eye contact. As a result, all children are progressing well and gaining the necessary skills to support them with their eventual move to school.

Staff work closely with parents and regularly share their children's achievements. They talk on a daily basis and parents enjoy a number of different opportunities to share their children's learning at home. For example, parents are invited to regular meetings with their key person and receive regular information through termly newsletters. Parents are able to access their children's learning journals, which are readily accessible in their children's individual drawers. This means that parents are well-informed about their children's progress. Children's move between the pre-school and local schools is managed well. Staff invite local Reception teachers into the pre-school to interact with children in their own environment and share assessment documents with them. This ensures that the school are fully informed about children's next steps and learning priorities are clearly identified. Children also benefit from regular visits to the neighbouring school to take part in special events.

Staff have a warm and caring approach and they engage children in conversations throughout the day. This helps to develop children's language and communication skills. Staff listen to children's responses and ask open-ended questions to further their thinking. Most children respond well to staff's interactions. However, on occasions, some children miss cues when it is time to change an activity or get ready for outdoor play. This is because staff sometimes rely on spoken language only, rather than also using pictures and gestures to help children understand what is happening next. Children's physical development is supported well. All children benefit from good opportunities to play outdoors in the garden area where they can use ride-on toys, practise their balancing skills and learn to climb trees in the wooded area. Children also have access to the neighbouring school's playground, which provides further opportunities to promote their skills.

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

Children and their families are warmly greeted in this bright and welcoming environment. Children and staff develop good relationships with one another and staff respond well to children's individual needs. This results in the warm, happy atmosphere that is evident in this pre-school and means that children's emotional well-being is well-fostered. Children settle well, as they are offered flexible settling-in sessions, where parents are encouraged to slowly build up the time their children spend at the pre-school. This enables both children and parents to become familiar with staff and their surroundings and, as a result, children soon settle and enjoy their play.

Children's safety and well-being is given high priority by staff who are vigilant and supervise them well. Planning for activities, inside and outside, is thorough and includes opportunities for children to take managed risks relative to their age and stage of development. For example, children are well-supervised as they negotiate climbing a tree in the garden. This helps children to develop an understanding about their own safety and how to use the environment and resources in a safe way. Children's behaviour is very good because staff have high expectations and give children clear boundaries. Children's move to school is well-managed, as staff work very effectively with local schools to help individual children to settle gradually, so they are calm and feel secure. As a result,

children are emotionally ready for their move to school.

Children's health and well-being is supported effectively. Staff follow good hygiene practices, as children are reminded to wash their hands before mealtimes and after outdoor play or using the toilet. Children's individual dietary needs are discussed with parents and taken into account at snack times. However, staff do not always reinforce positive messages about healthy eating or provide children with clear messages to help improve children's understanding of healthy lifestyles.

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

Children are well-safeguarded as managers, staff and committee members have a clear understanding of the procedures to follow and how to respond if there are concerns regarding a child's welfare. The manager ensures that new staff understand the safeguarding procedures through a thorough induction process. Management effectively carry out robust recruitment procedures and there are good procedures in place that ensure that all staff have an updated Disclosure and Barring Service check in place. Staff suitability is further ensured through effective and regular staff supervision meetings. Good arrangements are in place regarding the programme for professional development and this has a positive impact on the pre-school and on improving children's learning and development.

Monitoring and evaluation of the pre-school is ongoing and the management team work closely with staff, parents, children and the local authority to ensure continuous improvements are made. The management team monitor the quality of teaching and learning and the progress children make to ensure that any gaps in learning are quickly identified and planned for. As a result, all children are making good progress in line with their individual starting points.

Partnerships with parents are strong and they are provided with a good range of information about how the pre-school operates. Parents speak positively about the pre-school and comment on the good progress their children have made since attending and the friendly, supportive staff team. Staff have good systems in place to provide parents with a written summary of the progress check for children between the ages of two and three years. They complete and share this with parents and make good use of the information to help identify any appropriate intervention. The staff are fully aware of their responsibilities when children attend more than one setting, so that they benefit from a shared approach that helps them to make the best possible progress in their learning and development.

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	205277
Local authority	Worcestershire
Inspection number	865323
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Powick Pre-School Committee
Date of previous inspection	22/03/2010
Telephone number	07748 604346

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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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