

# Link & Learn Pre-School

Link Centre, Ike Gradwell Community Suite, Link Centre, Whitehill Way, Swindon, SN5 7DL

## Inspection date

07/01/2015

Previous inspection date

05/07/2011

## 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

- The staff provide a caring and supportive environment because they are good role models, so children behave well and feel emotionally secure. Staff have well-established routines that help children prepare for their next stage in learning.
- Staff understand the children's particular needs well because they accurately assess their skills. Staff use appropriate support, and interventions if needed, which means all children progress well given their starting points on entry.
- The staff have high expectations of children and a good knowledge of how children learn, which means the educational programmes are broad and varied. Interesting activities motivate the children, who make good progress and enjoy learning.
- Partnerships with parents, outside agencies and other early years providers are strong, and communication constant, so all concerned promote children's learning effectively.

### It is not yet outstanding because

- Not all staff use the most effective questioning techniques to raise teaching and learning to a consistently very high standard.
- The staff do not always provide a highly stimulating learning environment outside to challenge children and promote learning there through investigation and exploration.

## **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 indoors and outdoors.
- The inspector talked to parents, staff and children to gain their views.
- The inspector looked at children's development records and checked staff suitability to work with children.
- The inspector completed a joint observation with the manager
- The inspector held meetings with the manager and committee chairperson.

## **Inspector**

Helen Millard

## Full report

### Information about the setting

Link & Learn Pre-School is a committee-run pre-school which opened in 1995 and registered with Ofsted in 2001. It operates from the Roger Byrne Suite community room in the Link Centre, Swindon. Children have direct access to an enclosed outdoor play space. The pre-school serves the local area. The pre-school is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare register. There are currently 23 children on roll. The pre-school receives funding to provide free early education for three- and four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities. The pre-school opens on weekdays during school term times. Sessions are from 9am until 12 noon, and from 1.30pm to 4pm on Tuesdays and Wednesdays. Five members of staff work with the children. All have a recognised early years qualification at level 3.

### What the setting needs to do to improve further

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

- raise the staff team's teaching to a consistently high level by training all staff to use very skilful questioning techniques to extend children's learning fully
- develop a highly stimulating environment outside, which challenges children and promotes their exploration and investigation, so enhancing children's all-round development.

### Inspection judgements

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

Children enjoy the learning opportunities offered by staff and participate enthusiastically. The staff know and understand the children well, and provide activities which reflect the children's interests. Learning opportunities are varied and wide ranging. Staff play well alongside the children and support learning. Staff promote learning across all areas and this equips children with the key skills needed for the next stage in their learning.

The quality of teaching is good and this means the children make good progress. Staff often follow the children's lead and help develop their interests. They used a game of hide-and-seek with plastic creatures to develop children's cooperation skills, and communication and language. Staff provided magnifying glasses and pots so the learning could extend to discussing the creatures' similarities and differences. This conversation developed mathematical comparisons of size, shape and numbers of legs. Another group played happily with dinosaurs and related resources. Staff encouraged these children to

describe what happened when the volcano erupted and developed discussions of comparisons between the dinosaurs. Staff introduced new vocabulary and extended children's knowledge enthusiastically. One child said, 'My teeth aren't that big!' Such learning opportunities develop learning across many areas and engage children, making learning enjoyable. The staff team's enthusiasm when teaching, and their high expectations, ensures children make good progress. Occasionally staff miss opportunities to extend the learning to a consistently very high level. This is because they miss chances to use skilful questioning to challenge thinking and promote further investigation. This means learning does not extend as fully as possible, so progress is not as rapid as possible.

A thorough understanding of children's knowledge on entry to the pre-school and regular assessments and observations, ensure staff check progress effectively. Staff constantly discuss children's achievements and they accurately identify what children need to learn next. This means staff swiftly identify gaps in learning. They then put support and any necessary interventions into place. For example, staff have created special dual-language signs to help staff support children who learn English as an additional language. They work closely with parents to achieve this. This means staff support specific needs well. Such practice ensures children whose first language is not English feel supported and understood, and progress in their learning effectively.

Parents are actively encouraged to be involved in their children's learning, which ensures joint understanding. Parents' comments about the pre-school are supportive and positive. They report that they appreciate the constant communication from staff and feel well informed about their children's progress. The pre-school committee promote this partnership well and offer continuous support.

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

Staff are good role-models to children. They provide a safe and caring environment where the children feel emotionally secure. Staff show an infectious enthusiasm in children's achievements, which motivates the children to succeed. The staff team's use of 'golden rules' encourages good behaviour and cooperation from children. If there is unacceptable behaviour, the staff quietly encourage children to think about the impact of their behaviour. This discussion helps children to tolerate and respect each other. For example, the morning welcome routine and story time sessions encourage high levels of attention and concentration. The children participate confidently in these groups and respond enthusiastically to questions. These group times develop self-confidence and independence, which prepares children well for school.

The children choose activities and resources independently. Well-understood routines mean all the children help tidy up, and this expectation encourages independence. The children know when and how to prepare for snack time and outside play, and this means the children are managing their personal care effectively. During snack time, for example, children found their names labels and helped to prepare the table. Staff encouraged children to manage their own snacks, encouraging everyone to help each other. This

consideration prepares them well for the next stage in their learning.

A well-resourced outside area offers a range of learning opportunities. Improvements made in this area have had a positive impact on the children's learning and development. For example, the creation of a garden area means children are involved in growing their own vegetables and plants. These activities prompted further learning about healthy lifestyles and diet. Use of a variety of resources promotes children's physical development well. Staff enhance experiences through visits to a soft-play area, a local woodland and park. Although the outside area has improved, staff miss chances to provide children with outdoor investigation and opportunities to experiment. This means the outdoor environment does not extend their learning fully, which is important for those children who prefer playing outside.

Staff implement a successful system in which each child has a person special to them and who understands their needs and progress well. Staff ensure parents are kept well informed of progress and actively encourage them to be involved in their children's learning. Transfer arrangements to new settings are well organised and this helps the children prepare emotionally for the move to school.

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

The staff team is cooperative and supportive; they constantly discuss children's progress and share information and ideas. Staff have a clear understanding of how to recognise children who may be at risk of harm, and they understand the relevant procedures should they have such concerns. This means staff protect children's welfare, and they understand and implement the safeguarding and welfare requirements thoroughly. The building is safe and secure so children play freely.

Staff are well deployed and they understand their roles. Regular discussion ensures staff plan activities based on children's needs and interests. Frequent monitoring of progress enables staff to identify accurately what children need to do next. This means any gaps in learning are swiftly closed and learning builds progressively on what children can do. The management team and staff review the pre-school's provision regularly and implement ways to maintain good levels of children's achievement and progress.

The committee has a suitable staff induction process in place, although the staff team long established. The management team uses the staff appraisal process to identify training needs, and this means staff's practice is constantly developing. Staff share new ideas and review each other's practice, which means teaching and learning is checked, reviewed and improved. However, staff questioning skills are not always of a consistently very high standard to hasten children's progress.

With a development plan, the manager has set specific targets for improvement following involvement from staff, parents and the committee. Children's opinions are collected and their suggestions included, so all concerned with the pre-school help to drive improvement

forward. There have been particular improvements made to the outside provision, which have extended children's outdoor play opportunities, but there remains room for further development.

Communication is actively encouraged from parents. Staff ensure parents' views are valued through regular parent meeting times, involvement in activities and questionnaires. This helps maintain close communication and partnerships, which have a positive impact on children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	508010
<b>Local authority</b>	Swindon
<b>Inspection number</b>	842275
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Link & Learn Pre-School Committee
<b>Date of previous inspection</b>	05/07/2011
<b>Telephone number</b>	01793 465464

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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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