

Fawley Pre School

Jubilee Hall, The Square, Fawley, Southampton, Hampshire, SO45 1DF



Inspection date

2 March 2015

Previous inspection date

7 December 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider failed to notify Ofsted of the changes to members of the committee and a change to the nominated individual, as required. Not every member of the committee has completed required Disclosure and Barring Service checks.
- Staff do not extend children's learning sufficiently through the play activities as they frequently miss opportunities to enable children to make good progress in all areas of learning.
- Staff do not always make the best use of the outdoor play space to support children's all round development.
- The systems used by the management to evaluate the provision and monitor staff practice are inconsistent.
- Staff are not proactive in supporting parents to promote children's learning at home.

It has the following strengths

- Staff know children very well. Their warm, caring and positive interaction supports the children's emotional development effectively.
- Children benefit from the welcoming, well-resourced indoor play environment, where staff provide them with good opportunities to independently explore and make choices about their play activities.
- Staff give the children clear and consistent messages so they learn to share and take turns in their play, helping children learn to manage their own behaviour.

What the setting needs to do to improve further

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

- implement effective systems to ensure that all persons who have regular contact with children, including all members of the committee, are suitable through completing Disclosure and Barring Service checks promptly
- improve the quality of teaching by increasing staff skills and understanding of how to extend children's learning through activities and help children to reach their full potential
- provide opportunities for children to learn and explore in the outdoor area on a daily basis.

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

- strengthen the systems to support and fully engage parents in their children's learning at home
- improve evaluation methods to identify and address weaknesses in the provision accurately.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside, including the organisation of snack times.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector looked at documentation, including a sample of children's records and assessment systems, and staff suitability records.
- The inspector talked with some staff, parents and the manager.
- The inspector looked at the systems used to review and evaluate the pre-school, including how the provider addressed the previous recommendations.

Inspector

Dinah Round

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children move around the indoor play space confidently as they explore their environment and select their play activities. Staff complete observations and assessments of children in their play and they link these with planning to monitor children's progress appropriately. However, in practice, they do not make sure that all children receive sufficient challenge in the activities by extending children's learning effectively. For example, a group of older children enjoyed playing with a wind-up toy but staff did not ask questions to develop their thinking or introduce any mathematical language. This means that not all children receive support to enable them to make good progress in their learning. Children used a variety of tools as they drew pictures and used the spatula to stick tissue paper on their paper. However, staff did not encourage children to try to write their own name on their artwork to help develop their early writing skills. Parents receive regular information on their children's development through informal discussions and parent meetings. However, staff have not considered ways they can actively involve parents in supporting their children's learning at home.

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

The environment is safe and welcoming. Staff know the children well and offer support and reassurance to help children settle. They organise resources successfully indoors to encourage children to select toys independently. However, they do not always make the best use of the outdoor play space to extend all children's learning experiences effectively. Children gain an understanding about eating healthily as staff sit with them at snack time and talk about which foods are healthy. Staff promote children's self-care by encouraging them to pour their own drinks and butter their bread. This builds children's confidence and helps them acquire the skills they need to move onto the next stage in their development.

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

The committee follow appropriate recruitment and vetting procedures to protect children's safety and welfare and all staff undergo suitability checks. However, the provider failed to notify Ofsted about changes in the committee, as required and not every committee member has completed the required checks. They do not have unsupervised access to children, so this does not have a significant impact on children's safety. Staff know what to do if they are concerned about a child in their care. They provide a safe environment for children. The qualified staff team work together well to support children's individual needs. Following training, staff improved the organisation of the indoor play space for children. The manager uses self-evaluation to evaluate the provision and monitor staff practice. However, this does not focus sufficiently on raising the quality of teaching. Staff link with professionals to help them support the children.

Setting details

Unique reference number	109918
Local authority	Hampshire
Inspection number	816972
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	19
Name of provider	Fawley Pre School Committee
Date of previous inspection	7 December 2009
Telephone number	07565 955 696

Fawley Pre-school registered in 1977. The pre-school is managed by a voluntary committee and operates from a large hall within a community building in the heart of Fawley Village. A team of five staff work with the children. All staff hold recognised early years qualifications to at least level 3. The pre-school is in receipt of funding for nursery education for children aged two, three and four years.

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