

# Eldene Pre School

Eldene Centre, Swindon, Wiltshire, SN3 3RZ



## Inspection date

27 March 2015

Previous inspection date

4 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Management and staff have a good understanding of how children learn. They offer a wide range of activities and learning experiences to enable all children to make good progress given their starting points.
- Children are motivated and show good levels of interest in what they do. They have positive behaviour and are becoming independent. Consequently, children are responsive to the staff, and are learning right from wrong.
- Every member of staff has high expectations for children and ensures they are all included. The staff use effective procedures to secure timely intervention and support for children with special educational needs and/or disabilities and those who speak English as an additional language.
- The manager leads the staff team well. Ongoing training and regular supervision sessions focus on any specific needs of staff, in order to make continuous improvements to the quality of teaching. This means that all children receive good quality learning experiences.

### It is not yet outstanding because:

- Staff do not consistently use the routines in the pre-school for children to practise writing their own names. Therefore, they occasionally miss opportunities to enhance children's early reading and writing skills.
- Staff do not always extend opportunities for children to observe and link print and numbers in the outdoor environment. This means staff do not fully support children to understand how words and numbers can be used in different contexts and environments.

## What the setting needs to do to improve further

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

- extend the opportunities for all children to write their own names in the daily play routines to support their progress in literacy
- increase the opportunities for children to see and use print and numbers in the outdoor environment, such as making number lines available for reference and encouraging children to use them in their play.

### Inspection activities

- The inspector observed activities throughout the setting and outside play area.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, and records of children's progress
- The inspector took into account the views of parents and carers spoken to on the day.

### Inspector

Julie Swann

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is good. Management and staff observe children to identify their interests and next steps in development. They assess children's achievements and track their progress, to identify clearly any gaps in learning. This helps to ensure children make good progress as they prepare for school. Management and staff support children's communication and language skills. For example, they used books to encourage children to use expressive language and children were able to re-tell stories in the correct order. This means children are developing good speaking and listening skills. However, there are few opportunities for children to recognise and write their names during the daily play routines. Children have their own ideas and seek to solve problems. For example, children made maps to find Easter treasure and counted steps as they looked for the hidden treasure.

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

Management have a well-established and effective key person system, which helps to promote children's well-being and independence. Management and staff are supportive of the children and their families and this helps all children to form secure emotional attachments. Consequently, staff can build a picture of each child's background and develop an in-depth knowledge of children's individual needs. Children demonstrated that they feel safe as they move between their chosen activities with confidence and approach staff for comfort and reassurance, as they need it. Children have lots of opportunities throughout the day to access the outdoor area, where they run about, ride on balance bicycles, learn to climb and build. However, staff do not fully extend opportunities for children to see print and numerals in different ways in the outdoor area.

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

Management and staff have attended safeguarding training and have a good understanding of child protection issues and the procedures they should follow for reporting any concerns. This helps to ensure children remain safe from harm. The manager carefully monitors the educational programmes for children to ensure they are effective. Therefore, outcomes for children are continuously improving. Management carry out a thorough self-evaluation that takes into account the views of parents and staff. For example, management identified training for staff to encourage children's communication and language. This has had a positive impact for children's learning. Partnerships with parents are well established and parents play a full and active role in their child's care and learning. Management and staff have forged good links with many local schools by inviting teachers to visit prior to children moving to school. This helps provide a secure foundation for children's future learning and development.

## Setting details

<b>Unique reference number</b>	507879
<b>Local authority</b>	Swindon
<b>Inspection number</b>	843304
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	53
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Eldene Pre-School Committee
<b>Date of previous inspection</b>	4 June 2009
<b>Telephone number</b>	01793 488802

Eldene Pre-School registered in 1979 and operates from the Eldene Community Centre in Swindon, Wiltshire. The pre-school is open daily between 8am and 4pm, all year round, except between Christmas and New Year. The pre-school employs 13 staff; of these, 12 hold appropriate early years qualifications, including the manager.

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