

Wildground Pre-School

Wildground County Infant School, Crete Road, Southampton, Hampshire, SO45 4JX



Inspection date

30 March 2015

Previous inspection date

18 September 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Effective leadership and management ensure the safe and smooth running of the pre-school. All those involved have a clear understanding of their responsibilities to protect children, and know how to respond to child protection concerns.
- All staff and parents contribute to the self-evaluation process, which improves outcomes for children.
- Management supports staff professional development well, which has a positive effect on children's well-being and learning.
- Staff provide a secure and inclusive environment that meets the needs of all children well, whatever their ages, abilities or backgrounds. Staff work closely with other professionals to help them meet children's additional needs.
- A well-established key-person system helps children to form secure attachments, which promotes children's emotional well-being and provides a strong base for their learning. Staff prepare children effectively for their future learning.
- Staff use assessment methods well to help them plan and provide support for each child. Parents are fully included in this. As a result, all children make good progress, given their starting points on entry to the pre-school.

It is not yet outstanding because:

- Staff do not plan all small group times effectively so that children can concentrate and learn about letters and sounds during their activities.
- Staff do not use daily routines, such as snack time, to consistently promote children's mathematical and problem-solving skills.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about letters and the sounds they make to extend their early literacy skills
- provide small group times in quiet areas to promote children's concentration and enjoyment
- use daily routines, such as snack time, to enhance children's mathematical and problem-solving skills.

Inspection activities

- The inspector observed children and staff during play and learning activities and planned group times. She viewed the play areas and resources both indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector held discussions with the management team about their policies and procedures, including how they how they work with parents and other early years providers.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views of the setting.

Inspector

Jacqueline Munden

Inspection findings

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

Staff provide a good range of adult-led activities that promote different areas of children's learning. They interact purposefully with children at all times, which increases children's understanding and helps them to become confident talkers. For example, staff asked children about their family as they made Easter cards. Children showed skill in using glue and scissors as they created their own designs on the card. Staff encouraged children to write their names in their cards, which promoted their writing skills. Staff provide few opportunities for children to increase their knowledge and understanding of letters and the sounds they make to enhance children's literacy skills. Staff meet children's needs well at circle time as they recognise that some children, including the two-year-olds, may not be able to sit and concentrate for as long as others. Staff plan some small group activities specifically to help children reach the next stages in their learning. For example, children learnt to take turns and increased their knowledge of shapes as they played a shape matching game, which promoted their mathematical skills. However, sometimes distractions in the room interrupt children's concentration, which affects their learning.

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

Staff set up the environment in interesting ways with a wide range of resources, which encourages children to explore and initiate their own play. For example, children experimented by making sounds with saucepans and utensils hung along the fence. Children feel safe and secure and develop high independence during daily routines, such as snack time. However, staff do not always promote other areas of their learning, such as counting and calculation, as effectively at these times. Staff use successful strategies to help children to be responsible for their own safety and to follow rules. Children learn to ride the bikes in one area to avoid accidents, and use a sand timer to help them recognise when it is another's turn to use a toy. Staff promote healthy lifestyles well. They provide nutritious snacks and talk to children about foods that are good for them. They work with parents to encourage them to provide healthy lunch boxes.

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

The committee and manager follow thorough employment and induction procedures and ensure the ongoing suitability of staff through effective supervision procedures. The manager monitors all the children's progress to ensure that the educational programme meets their needs. Staff are well trained and have learnt skills through training to support all children effectively. Since the last inspection, the improvements made to the garden benefit children greatly. The canopy means that children can play outdoors in all weathers, which provides different experiences and promotes their good health.

Setting details

Unique reference number	EY248375
Local authority	Hampshire
Inspection number	832992
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	57
Name of provider	Wildground Pre-School Committee
Date of previous inspection	18 September 2008
Telephone number	07799 588117

Wildground Pre-School registered in 2002. It is run by a voluntary management committee and operates from a classroom in Wildground Infant School, in the village of Dibden Purlieu, Hampshire. The pre-school opens each weekday from 9am until 3pm except for Fridays, when they close at 12 noon. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, all of whom hold a relevant early years qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

