

The Wallops Pre-School

Wallop Primary School, School Lane, Nether Wallop, Stockbridge, Hampshire, SO20 8EH



Inspection date	18 May 2015
Previous inspection date	14 June 2010

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

- Children enjoy a wide range of interesting activities that make them eager to join in and try new experiences.
- Staff's welcoming approach and gentle encouragement help children become confident and highly independent. They choose and find what they need and manage their personal care exceptionally well. These skills prepare them well for school.
- Staff have a good understanding of how to support children's overall development. They use effective teaching techniques to ensure all children progress well, including those learning English as an additional language.
- The manager and committee understand the safeguarding and welfare requirements of the Early Years Foundation Stage. They ensure staff follow good practices and implement procedures effectively to keep children safe and healthy.
- Partnerships with parents are strong. Staff involve parents fully in their children's learning. They value parents' contributions to help gain an accurate picture of children's interests and development. Staff work closely with parents to ensure they have a consistent approach to children's care and learning.

It is not yet outstanding because:

- Staff do not always make the most effective use of resources to encourage children's early reading and writing skills.
- Staff do not always have high enough expectations of children to help them develop a stronger sense of responsibility to encourage them to help tidy up after their play.

What the setting needs to do to improve further

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

- review the way books and writing resources are presented and made available to children to enhance their use of these in the different areas of the pre-school, to further promote their early reading and writing skills
- enhance children's sense of responsibility by encouraging them to take care of the environment.

Inspection activities

- The inspector observed staff interacting with children during indoor and outdoor play and daily routines.
- The inspector discussed with staff how they support children's learning and carried out a joint observation of an activity with the manager.
- The inspector spoke with a member of the committee and the manager, and discussed self-evaluation processes and plans for future improvements.
- The inspector looked at documents, including children's personal and learning records, planning, a sample of policies, and notes from the early years advisor.
- The inspector took account of the views of parents spoken to on the day and from pre-school questionnaires.

Inspector

Rachel Edwards

Inspection findings

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

Teaching is good as staff provide activities that follow children's interests and build on what they already know and can do already. Would-be builders develop great control 'plastering' the wall with wet sand. Children learn about the natural world through first hand experiences. They care for giant snails and observe tadpoles developing into frogs. Staff encourage children's curiosity by using magnifiers to watch a slug and wonder what it might eat. Children use descriptive language as they explore 'goosey' baked beans and 'slippy' shaving foam. Staff value children's comments by writing and displaying their words. They make good use of the daily routine to teach children. At snack time, children find their name cards and use the written numbers to count how many pieces to take. This introduces simple addition and subtraction in a meaningful way. Children embrace technology and confidently use simple computer programs and electronic tablets.

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

Children are happy at this welcoming pre-school. Staff offer reassurance and plenty of time to parents and children. As a result, children settle quickly and feel secure. Staff thoughtfully adapt activities and routines to meet each child's needs. Visual signs help children understand boundaries and routines. This particularly benefits the youngest children and those learning English as an additional language. Children refer to the pictures to remind each other they need to put on boots and dungarees to play in the rain. Staff are ready to lend a hand but most children manage independently. Children play outside for much of the day, which greatly benefits their health and well-being. They try new tastes and textures with healthy snacks. Staff sit with them at mealtimes to chat and talk about healthy choices. Children learn to play cooperatively and amicably resolve minor disputes, for example, by using sand timers. They acquire the social skills and motivation to learn for starting school.

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

The manager has introduced effective procedures, including staff supervision to monitor children's progress and the quality of teaching and learning. She makes the most of staff's knowledge and training to enhance the skills of the whole team. For example, training helped staff engage children using superhero themes to support their mathematical skills. Staff reflect on their practice well, such as having smaller groups for story and circle time, so they are appropriate for all children. All staff receive safeguarding training so they know what to do if they have concerns. The committee keenly supports staff to continue to develop the provision. They have addressed all previous recommendations and have focused plans to promote further improvement, for example, to develop the outdoor area.

Setting details

Unique reference number	109894
Local authority	Hampshire
Inspection number	835836
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	22
Name of provider	The Wallops Pre-School Committee
Date of previous inspection	14 June 2010
Telephone number	01264 782051

The Wallops Pre-School registered in 1981 and is managed by a parent committee. It operates from a purpose built building in the Wallop Primary School grounds. Staff support children who are learning to speak English as an additional language. The pre-school is open every weekday during school term time between 9.15am and 3pm. Children may attend for half day or whole day sessions. There are three full-time and one part-time staff members who work with the children. All the full-time staff hold appropriate qualifications to at least Level 3, including one who is a qualified primary school teacher. The pre-school works closely with the host school.

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