

Little Orchard Pre-School

Woodford Valley Primary School, Middle Woodford, Salisbury, Wiltshire, SP4 6NR



Inspection date

2 June 2015

Previous inspection date

26 February 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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		Good	2
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:

- Staff do not complete an accurate record of children's attendance, as required.
- The quality of teaching is variable and opportunities to develop children's learning are missed.
- Some activities are not matched well enough to the children's individual learning needs. As a result, not all children are suitably challenged.
- Routines sometimes hinder children's ability to complete activities to their satisfaction.
- Training and development opportunities for staff do not focus enough on improving the quality of teaching.

It has the following strengths

- Staff build positive partnerships with parents and professionals. They share good information to promote consistency in children's care and learning. They liaise with local schools to support children in their learning in readiness for starting school.
- Staff enable children to take controlled risks by involving them in risk assessments. Children are keen to walk around the garden to identify risks.
- Children with special educational needs and/or disabilities receive good support to aid their development.
- Staff are caring and are good role models. They support children's understanding of acceptable behaviour. Children behave well and show they feel safe in the setting.

What the setting needs to do to improve further

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

- ensure that a record of children's hours of attendance is maintained
- improve the quality of teaching to ensure consistency in helping children to make good progress in their learning and development
- ensure that planning and assessments are precise and provide challenge to support all children to make good progress.

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

- review the daily routines to allow children time to finish activities to their satisfaction
- improve monitoring of staff practice in order to identify where staff would benefit from extra support, coaching or training to help develop their teaching skills.

Inspection activities

- The inspector observed the quality of the teaching and the impact this has on the children's learning.
- The inspector completed a joint observation with management.
- The inspector spoke to a selection of parents and took account of their views.
- The inspector spoke to staff and held a meeting with management.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation.

Inspector

Jane Rose

Inspection findings

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

Staff provide a broad range of activities to promote children's learning and development. However, activities do not always provide appropriate challenge to extend all children's learning and some children lose interest. Children take part in projects such as 'people who help us', which help them learn about their community. Children develop their reading and writing skills ready for starting school. Staff help children to learn letter sounds, for example using rhyming games. At times, staff miss opportunities to develop children's vocabulary. This is particularly evident at mealtimes and during activities such as sand play. Pre-school routines often interrupt children's play and this has a negative effect on their learning. For example, staff tell children to leave activities they are enjoying outside and return inside for snack. Staff assess children's learning. However, they do not always identify and plan effectively for the next steps in children's learning.

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

Staff develop good relationships with parents. They work closely with parents when children first start to help children settle quickly. Children develop good relationships with staff. They enjoy cuddles and praise, and seek them out when needed. Children have good opportunities to develop their physical skills and to learn about taking risks. For example, children learn to climb up steps on the climbing frame and to come down the slide safely. Staff teach children about safety in the garden. Children use checklists to help find any hazards. They look for rubbish and discuss the weather. Children of all ages play together both indoors and outdoors and behave well. Staff help children to learn good hygiene routines and to dress themselves for outdoor play. They help themselves to healthy snacks and learn about brushing their teeth from the dentist that visits the setting.

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

Management and staff provide a secure and safe learning environment. There are policies and procedures in place to support children's well-being and health and safety. However, attendance records do not identify when children are present and this compromises their welfare. Staff attend training such as health and safety and safeguarding. This helps to ensure staff have a good understanding of their responsibilities to safeguard children. They know how to identify any concerns about a child's well-being and the procedures to follow in the event of any concerns. Management implements some methods to monitor the quality of teaching and children's progress but these are not yet rigorous enough. The weaknesses in teaching have not been identified. Staff meet parents regularly and provide some useful information through notice boards and newsletters. Parents report that their children enjoy attending.

Setting details

Unique reference number	EY344612
Local authority	Wiltshire
Inspection number	827537
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	21
Number of children on roll	41
Name of provider	Little Orchard Pre-School Partnership
Date of previous inspection	26 February 2009
Telephone number	01722 782878

Little Orchard Pre-School opened in 2003 and moved to its current site at Woodford Valley Primary School in 2007. The pre-school operates out of a separate building on the school site with an enclosed garden. It has use of the primary school's playing fields and playground. The pre-school opens five days a week during school term times. Sessions are from 9am until 3pm Monday to Friday. Six part-time staff work with children, of whom five have relevant early years qualifications and one is working towards an appropriate level 3 qualification. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-olds.

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