

Wind In The Willows Pre School

West Lodge, Locksway Road, Southsea, PO4 8JW



Inspection date

20 June 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching and support for children is variable. In particular, the learning experiences for children under two years of age lack excitement and challenge. Not all staff fully understand their role in successfully helping children to achieve their next learning aims, to help all children make good progress.
- Staff do not consistently complete progress checks for children aged two years. Not all parents have received a written summary of their children's development, as required.
- The new provider is developing practice across the team, although self-evaluation methods are not yet rigorous enough to address all areas for improvement.

It has the following strengths

- Managers have a secure understanding of their responsibility to safeguard children. Staff are well trained to understand how to manage safeguarding concerns, including those involving their colleagues, should this be necessary.
- Staff provide good care for children and support their well-being successfully. Relationships with children are strong and children are settled, happy and well behaved in the homely nursery.
- Staff create positive partnerships with parents and other professionals involved in children's care and learning. Together, they meet children's individual needs, including the needs of children who are learning English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ use the professional development opportunities provided to improve the quality of teaching and planning, to help children achieve the next steps in their learning; particularly babies and younger children	24/07/2016
■ monitor assessment more closely to ensure that staff complete progress checks for all children between the ages of two and three years, and provide their parents with a completed written summary.	24/07/2016

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

- develop self-evaluation methods across the setting to ensure that points for improvement are targeted in order of priority, to improve outcomes for children.

Inspection activities

- The inspector observed the children's play activities indoors and outdoors, looked at the available resources and read relevant documentation.
- The inspector held a meeting with the provider/manager to discuss their leadership and management, including self-evaluation methods.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the provider/manager.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Management follows secure employment and induction procedures to ensure staff suitability. The provider ensures that safeguarding and welfare requirements are met, such as those for qualifications, ratios, deployment, outings and child supervision. Regular training is delivered by the well-qualified provider. However, the full effect of this on improving the teaching skills of staff has not yet occurred. Self-evaluation has brought about some improvements. However, self-reflection is not used effectively to prioritise weaknesses with the newly formed team. Staff work closely with parents to help them foster an interest in playing and learning with their children.

Quality of teaching, learning and assessment requires improvement

Staff do not always complete the required progress checks for children aged two years. However, most children's learning is suitably supported through observation and tracking their progress. Most staff plan interesting activities to support older children's next steps in learning. For example, as children explore with soap, staff encourage them to talk about the experience and to make marks, to develop their early communication and writing skills. Some staff interact and challenge children to help them progress. For example, they ask them about the vegetables they are growing and encourage them to count and solve problems as they use magnets. However, not all staff have good teaching skills. For example, planning for babies is not always effective and staff do not always interact well with younger children, to help them learn well.

Personal development, behaviour and welfare require improvement

The caring and understanding staff team implements the key-person system well, to help children settle and feel happy at nursery. They teach children healthy routines; for example, as children like to play outdoors and enjoy nutritious snacks and meals. Children use produce that they have grown in their baking activities, such as making rhubarb crumble. Staff are good role models and manage children's behaviour well. They work closely with parents from when children first start, which helps children to settle easily. Parents report that their children are well looked after and enjoy nursery. Staff make the nursery environment safe by completing regular safety checks. They provide a variety of resources to help engage children in play. However, the quality of teaching overall does not motivate younger children to learn as effectively as older children.

Outcomes for children require improvement

Children are developing some suitable skills for their future lives. Older children show confidence and motivation. They enjoy imaginative role play in their hairdresser's shop, making patterns with coloured pegs and taking part in music and movement activities. However, younger children are not progressing as well, ready for their future learning.

Setting details

Unique reference number	EY486626
Local authority	Portsmouth
Inspection number	1053799
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	42
Number of children on roll	67
Name of registered person	Wind In The Willows (Portsmouth) Limited
Registered person unique reference number	RP535283
Date of previous inspection	Not applicable
Telephone number	07557958728

Wind In The Willows Pre School registered in 2015. The provision operates from a National Health Service building in Southsea, Portsmouth. The provision opens five days a week, from 7.15am to 6pm, for 51 weeks of the year. There are 11 members of staff working with the children; all with early years qualifications. Of these, eight staff hold qualifications at level 3 or above. The provider receives funding to deliver free early education to children aged two, three and four years.

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.

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