

The Wallops Pre-School

Wallop Primary School, Nether Wallop, Stockbridge, Hants, SO20 8EH



Inspection date	28 February 2018
Previous inspection date	18 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff teach children how to independently recognise risks in the environment. Children are very knowledgeable about how to stay safe in the woodland area. They share rules of play with others, for example, and explain that some plants are poisonous. They identify larger logs and work with friends to safely carry them across the play area.
- The manager works hard to secure continuous improvement. She invites well-qualified practitioners who manage other settings to critically appraise her practice. The manager accepts suggestions for positive change. She seeks support from local advisory teachers about how to successfully meet the needs of children in the local area.
- Staff teach children well how to experiment with a range of textures. They encourage children to mix mud with snow, for example. Children describe the feeling of the mixture on their hands and use their imagination to make 'mud cakes'.
- All children make very good progress in their learning and they are well prepared for the move to school. Older children work together to solve problems. Children develop high levels of confidence. They enjoy socialising with friends of different ages.

It is not yet outstanding because:

- Staff do not have strong links with all parents, such as those who are not regular visitors to the pre-school, to encourage all parents to continue their children's learning at home.
- Occasionally, staff model the use of incorrect language, which does not help children to hear and pronounce words correctly.

What the setting needs to do to improve further

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

- strengthen links with all parents so that staff share details of their children's learning to encourage continued learning at home
- support staff to model and reinforce the correct speech so that children learn to hear and pronounce words correctly.

Inspection activities

- The inspector watched interactions between staff and children playing outdoors and indoors.
- The inspector jointly observed a group activity with the manager and discussed the teaching and learning.
- The inspector spoke to staff about how they plan activities to help children meet their next steps.
- The inspector held a meeting with the manager. They talked about the support she provides staff to fulfil their job role.
- The inspector sampled a range of documentation. She tracked the progress of a number of children and spoke to staff about children's individual progress.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager works closely with her staff team to raise the quality of children's experiences. For instance, she evaluated that two-year-olds struggled to adapt to the busy environment when they first arrived in the morning. Staff now offer the youngest children access to a quieter space, where they settle very quickly. Safeguarding is effective. The manager ensures staff know their responsibility to protect children from harm. She shares information with parents about her responsibilities in relation to safeguarding. She makes them aware that she refers concerns to professionals at external agencies to protect children from harm. The provider regularly updates Ofsted about changes to the pre-school committee. They pass on details about applicants in a timely fashion to allow necessary suitability checks to be completed. Staff have formed secure partnerships with early years teachers at local schools. For example, they communicate about individual support children require. They make sure that teachers are fully aware of other professionals involved in children's care.

Quality of teaching, learning and assessment is good

The manager identifies good opportunities for staff to develop their teaching skills. For example, staff training recently focused on how to plan activities to meet children's needs in the outdoor area. The quality of teaching outdoors is particularly strong. Children are excited to explore and staff support them well to make use of the natural resources available to develop their learning. For instance, staff encouraged children to test out theories about how to make ice disappear. Children developed their hand-to-eye coordination as they used small tools to chip away the ice. Staff support children well to develop their counting skills, such as encouraging them to count the planks they were loading into the wheelbarrow. Assessments are precise. They fully reflect the progress children make in their learning and development.

Personal development, behaviour and welfare are good

Staff are good role models. They demonstrate how children can move and bend their bodies in different ways. For instance, children giggled as they practised their early morning stretches and pretended to be different types of vegetables. Staff help children to access a healthy diet. For example, they make serving and eating fruit and vegetables an enjoyable part of the daily routine. Staff communicate well with parents about children's individual care needs, such as when they discuss allergies and intolerances.

Outcomes for children are good

Children treat other people with respect and they display good behaviour. They talk about imaginary creatures and create their own stories. Younger children identify their own names, and older children write their names and other familiar words. All children are active and curious. Those who have special educational needs (SEN) thrive and attain well.

Setting details

Unique reference number	109894
Local authority	Hampshire
Inspection number	1089053
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	The Wallops Pre-School Committee
Registered person unique reference number	RP906614
Date of previous inspection	18 May 2015
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. The pre-school is open every weekday during school term time between 9am and 3pm, apart from Friday, when it opens from 9am until 12.30pm. There are six staff members who work with the children. The deputy manager is a qualified primary school teacher, one member of staff holds a level 5 qualification, two are qualified to level 3, one member of staff holds a level 2 qualification, and one member of staff is unqualified. The setting receives funding to provide free early years education for three- and four-year-old children.

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