

Wildground Preschool

Wildground Infant School, Crete Road, Dibden Purlieu, Southampton, SO45 4JX



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| Inspection date | 29 June 2018 |
| Previous inspection date | 8 March 2018 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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:

- Staff do not routinely reflect on what they do well or identify areas they need to further improve to raise the quality of teaching. Management have identified how to monitor this, although it is not yet fully embedded in practice.
- The new assessment system has been implemented and does not yet fully help all staff to accurately plan children's next steps in learning.
- Staff do not promptly seek help from other agencies when they identify that individual children need additional support.
- Staff routinely miss opportunities to develop children's understanding of practical mathematics in their play.
- Staff do not consider all ways for children to celebrate their learning and share their achievements.

It has the following strengths

- Staff provide a variety of resources for children to explore inside and outside. For example, children have opportunities to develop their physical skills, such as when they build an obstacle race.
- Staff teach children how to help themselves to stay healthy. For example, children prepare their own snack and talk about healthy fruit and vegetables.
- Staff teach children how to use an electronic tablet safely. For example, staff supervise children as they learn how to search where bananas grow in the world.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ improve the monitoring of the quality of teaching to enable all staff to enhance their skills to help children make best progress | 01/11/2018 |
| <ul style="list-style-type: none"> ■ develop a secure system of assessment that is sufficiently accurate to support staff to use the information to plan appropriate activities enabling all children to make best progress | 01/11/2018 |
| <ul style="list-style-type: none"> ■ refer children more promptly to other agencies after identifying they need additional support to secure appropriate intervention and help staff provide continuity in their support. | 01/11/2018 |

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

- improve the quality of interactions with children to develop their knowledge and understanding of practical mathematics
- plan opportunities to celebrate children's achievements and to enhance children's view of themselves as learners.

Inspection activities

- The inspector viewed the areas that the children use.
- The inspector interviewed the manager and the committee's chairperson.
- The inspector observed children's play indoors and outdoors, talked with children and discussed children's development with their key persons.
- The inspector viewed documentation, including policies, procedures children's records and the staff training certificates.
- The inspector listened to and took account of parent's comments.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and manager have worked hard to take appropriate steps to meet the actions following the last inspection. For example, the provider has followed correct procedures to inform Ofsted that a new manager has been appointed and have completed suitability checks on the committee. The new manager, the provider and the school now work as a cohesive team. They are working together to help plan and provide for a sustainable setting for the youngest children in the community. Safeguarding is effective. The manager and staff help keep children safe. Staff use a daily risk assessment process to anticipate risks to children and to put measures in place to keep children safe and happy as they play. Staff identify where children need additional help, however, they do not consistently act promptly on this to secure swift support.

Quality of teaching, learning and assessment requires improvement

The quality of teaching remains inconsistent and is not yet effectively monitored by management. Some members of staff still have a weak knowledge of how to teach basic skills. For example, they confuse children when supporting them to write their names by using only letter names and not offering appropriate alternatives, such as letter sounds, to assist them. Some staff extend children's play adequately. For example, they encourage very young children to talk about the sparkly dolphins they have made with glitter. Staff complete observations and assessments but do not consistently use these to inform their planning and help children make the best possible progress. Parents are positive about their relationships with the key person. Parents enjoy reading the daily communication book and like to know what their child has done. Staff have identified that few parents provide information about their children's learning at home yet. They have responded with an initiative of 'Mr Carrot', a toy rabbit who goes home with children. It has made a promising start and now more parents are involved in sharing information about what their children do and learn at home.

Personal development, behaviour and welfare require improvement

Children settle quickly at the pre-school. Children self-register themselves and swiftly choose from a range of interesting activities and play with their friends. Staff effectively organise the learning session so all children can be appropriately engaged right from the start of the day. For example, older children quickly join in with an activity to find out which ice cream flavour is favourite. Younger children engage in singing songs and then move to activities after a short time on the carpet. Staff provide children with consistent information on how to keep themselves safe, this helps children to behave well.

Outcomes for children require improvement

Overall, children are able to work as part of a larger group, listen well and take turns. For example, they move a parachute to respond to music. Some children are confident to talk about their ideas. Most children sustain their concentration. However, not all children make consistently steady progress from their starting points.

Setting details

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| Unique reference number | EY248375 |
| Local authority | Hampshire |
| Inspection number | 1133317 |
| 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 - 5 |
| Total number of places | 30 |
| Number of children on roll | 49 |
| Name of registered person | Wildground Pre-School Committee |
| Registered person unique reference number | RP521071 |
| Date of previous inspection | 8 March 2018 |
| Telephone number | 02380844001 |

Wildground Preschool 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 8am until 4pm, term time only. There are six members of staff, of whom four have attained childcare qualifications at level 3 and two at level 2.

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