

Inspection of Wickham Pre-School

Wickham C of E Controlled Primary School, Buddens Road, Wickham, FAREHAM,
Hampshire PO17 5HU

Inspection date: 28 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy attending this inclusive pre-school. Staff are enthusiastic teachers who warmly greet the children and their families as they arrive. Children have increasing confidence as they self-register by voting for their favourite book on display. Children explore the setting and make choices about their play. Staff are deployed effectively to support and enhance play, and to engage children in adult-led activities.

Children feel safe and secure. They form meaningful attachments with the staff and are comfortable to ask for their support during play. Staff are attentive to the children's needs and create a highly inclusive setting where everyone feels valued. Children learn about diversity and demonstrate their awareness of this by inviting all children to participate in their play. Children demonstrate good behaviour and understand the routines and expectations of the setting. Staff reinforce these behaviours throughout the day and children give explanations as to why these are in place. For example, they know that they walk inside so they do not trip over and fall or hurt their peers.

Children have excellent understanding of their personal and self-care needs as staff have high expectations for all children. For instance, they avidly brush their teeth daily and learn about the importance of oral hygiene. Leaders organise professionals to visit the setting and teach children about the procedures to follow in case of an emergency. Children recall how to put someone into the recovery position and how to call the emergency services.

What does the early years setting do well and what does it need to do better?

- Staff create a language-rich environment. They consistently use Makaton signing throughout the day to enhance children's communication. Children mirror the staff and sign during conversations and group times. Staff encourage children to sound out letters and model correct pronunciation. Children love to read and the book corner is always occupied. Children select books and read independently or ask staff to read to them. Staff teach children new vocabulary. Each day they have a 'word of the day' and introduce its meaning to the children. On this occasion the word was 'effort'. Children repeat the word and staff reinforce its meaning throughout the day.
- Staff plan exciting activities for the children that support their next steps in learning. Each week staff have a focus book that the children vote for. They then organise activities around the focus book. For instance, children make their own rainbow fish using different colours. They then experiment with water sprays to watch the colours merge together, creating a watercolour effect. Children are amazed at the effects and show pride in their creations.

- Overall, children demonstrate their positive attitudes to learning. They listen attentively and respond to staff interactions. At times, some children lose concentration when an activity is too complex or the intent has not been carefully planned to suit the needs of all children. Leaders have recognised this is an area to develop to ensure the curriculum effectively meets the ages and abilities of all children.
- Leaders and staff are highly successful at providing children with wonderful opportunities to learn about the wider world. Children excitedly take part in an activity where they are sent postcards from different areas across the world. For instance, children learn about Ivory Coast, where pygmy hippos and African elephants live. They also learn how to say 'hello' in the native language and what cocoa beans are. Children are developing a rich understanding of the world we live in.
- Children invite staff to join in with their play. They enjoy playing together and children are confident to build on their own ideas. Staff ask children lots of questions during play to encourage their thinking skills and build their resilience. On occasion, these questions can be complex and staff do not allow children enough time to process the questions before giving them the answers.
- Leaders support staff to ensure they receive regular training and have opportunities to develop professionally. Leaders foster a culture of teamwork and positivity at the pre-school. Staff report that they feel supported and valued. Leaders place great importance on assessing how they can develop and improve. They regularly evaluate their setting and gather the views of parents, children and staff.
- Partnerships with parents are very successful. Staff ensure parents are kept fully informed about their children's development and progress. They work alongside parents to ensure all children make positive progress, especially those with special educational needs and/or disabilities. Parents are highly complimentary about the setting and praise the 'amazing' staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in identifying the signs and symptoms that may indicate a child is at risk of harm. All staff complete regular safeguarding training and understand the procedures to follow if they have concerns about a child's safety and welfare. Leaders ensure staff receive regular supervision meetings. These give staff the opportunity to discuss confidential or sensitive issues. When appointing new staff, leaders follow a thorough recruitment procedure to ensure staff suitability. Regular checks are completed to ensure the ongoing suitability of staff. All staff have good knowledge of wider safeguarding issues, such as the 'Prevent' duty.

What does the setting need to do to improve?

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

- allow children more time to process information being given during activities
- strengthen the intent of the curriculum to ensure it is meeting the needs of all the children.

Setting details

Unique reference number	EY434155
Local authority	Hampshire
Inspection number	10128748
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	30
Number of children on roll	42
Name of registered person	Wood, Vanessa Jane
Registered person unique reference number	RP514615
Telephone number	01329 833039
Date of previous inspection	3 May 2016

Information about this early years setting

Wickham Pre-School registered in 2011 and is one of three settings owned by Parrywood Childcare Partnership. It operates in the grounds of Wickham Church of England Primary School in Wickham, Hampshire. The pre-school opens weekdays from 8am to 5.30pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff who work directly with the children; of these, two hold early years professional status, one holds a relevant early years qualification at level 5, three staff hold a qualification at level 3 and one member of staff holds a level 2 qualification.

Information about this inspection

Inspector
Jamie Smith

Inspection activities

- A learning walk was conducted across all areas of the pre-school, to understand how the early years provision and the curriculum are organised.
- The manager and inspector carried out a joint observation together.
- Discussions were held with staff, children and parents at appropriate times throughout the inspection.
- The inspector sampled some of the pre-school's documents. This included evidence about safeguarding and staff recruitment.
- A meeting was held between the inspector, manager and owner.

We carried out this inspection 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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