

Wroughton Pre School

The Church Hall, Priors Hill, Wroughton, SWINDON, SN4 0RT

Inspection date	13/11/2014
Previous inspection date	08/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of how children learn. Staff provide a wide range of activities and learning experiences to enable children to make good progress given their starting points.
- Children are happy, active and enthusiastic to learn. They behave extremely well, which promotes a calm and caring atmosphere throughout the pre-school.
- Children are protected because staff have a good understanding of their role in safeguarding children.
- The management team monitors the educational programme and offers a wealth of support through training and mentoring.

It is not yet outstanding because

- At times, the organisation and monitoring of information and communication technology resources and routines are not precise enough to ensure children continuously access a good balance of adult-led and child-initiated play.
- Staff do not consistently support children to write their own names. Therefore, opportunities to further enhance children's writing skills are not used effectively.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and outdoor play area.
- The inspector held discussions with the supervisor and registered person, and spoke with the staff and children at appropriate times during the inspection.
The inspector looked at the children's learning records, planning documentation,
■ evidence of suitability of staff working within the nursery, a selection of policies and procedures, and a range of other documentation.
- The inspector undertook a joint observation with the supervisor.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Full report

Information about the setting

Wroughton Pre-school opened in 1974. It is located in the church hall in Wroughton, on the outskirts of Swindon, Wiltshire. The pre-school is managed by a voluntary committee and is a registered charity. It provides funded early education for three and four-year-olds. Children use the main hall and a smaller room with ready access to an outdoor play area. The pre-school opens for five weekdays during school terms. Sessions run from 9am to 12.00am each morning, except Friday, which are from 9am -11.15 and, additionally, from 12.00pm until 15.00pm on Mondays, Tuesdays and Thursdays only. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll, all in part-time places. The pre-school has seven members of childcare staff, five of whom hold a relevant level 3 qualification.

What the setting needs to do to improve further

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

- review the arrangements for monitoring the organisation and time children spend on information and communication technology resources, to ensure children consistently play a full and active part in all learning experiences provided
- provide consistent opportunities for children to write their own names in their daily play routines to support their early literacy development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress in their learning is good because staff have a secure understanding of how to engage children's interest and support their development. Staff complete regular observations and assessments of children as they play and this provides clear information on what the children can do and the learning taking place. Staff then use these observations to plan for continuous play opportunities and provide further challenges. Staff monitor children's next steps in their learning and this helps to ensure their ongoing development is secure. As a result, children are making good progress. Staff share information about children's development and welfare with parents and parents are encouraged to add to and view their child's 'learning journal'. This enables them to take an active part in their children's ongoing learning at home. Parents receive a regular report to keep them informed of their children's progress and can make comments to share with the staff. This helps to ensure parents are effectively included in their children's development to provide a coherent approach to learning in the pre-school and at home. Consequently,

children are well prepared for the next stage in their learning and eventual progression onto full-time school.

Staff place a strong emphasis on children's mathematical development. Staff supported children to use numbers in sequence as they counted how many play dough 'cakes' they had made and if they would fit onto the baking tray. Staff supported children to recognise that objects are smaller, longer and larger as they played with wooden shapes and built towers, gaining a good understanding of how to measure by size. Children 'fished' for 'sharks' and 'octopuses' in the water tray and talked about filling the tray with other animals, asking each other, 'Is that enough?' as they do so. Another child replied, 'It is full, it feels heavy'. This promoted children's understanding of weight and volume. Children have many opportunities to develop their communication and language skills. Children have ready access to a wide selection of good quality books and enjoy listening to stories with staff. Staff skilfully capture their attention as they use expression in their voices and invite children to look at the pictures in books and predict what might happen next. Children have good opportunities to develop their manipulative skills along with their expressive arts and design. Children sit at the table and staff support them to hold their pencils well. However, staff do not consistently support children to attempt to write their own names. Therefore, opportunities to develop children's literacy skills are not always fully maximised.

Children enjoy many opportunities to explore the outdoor environment, engaging in robust physical activity and nature searches. Children choose to play indoors or outside and the wide range of activities available in the outdoor learning environment successfully complement and match those provided inside. A weekly session with a football coach also adds to children's physical development skills. Children have access to information and communication technology. However, at times, the organisation of such equipment does not fully support staff to monitor the amount of time children spend using the computer and children were seen to become engrossed. This means that they do not benefit fully from the good learning experiences provided. The pre-school has a good display of photographs of children involved in activities, along with informative posters of numbers and words in both English and other languages. Staff display these at children's level, making it a bright and colourful environment.

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

The key-person system is firmly embedded and staff provide a caring and loving environment in which children feel comfortable, safe and secure. This has helped to enable them to separate happily from their parents and to approach new situations with confidence, such as when they are ready to go to school. Staff manage children's behaviour skilfully as children are reminded not to run indoors and to value each other's activities and work, gaining an understanding of respecting each other's and friends' feelings. Staff encourage children to share and support children to discuss their emotions and feelings using daily 'emotion boards'. Children made pictures during registration time to express their feelings and talk with staff about this, such as making a picture of 'a happy face'. This was important for a child to work through how they felt at the time.

Children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food, usually without reminding. Children enjoy healthy nutritious snacks provided by the pre-school, where children also develop independence by finding their own name cards and by pouring their own drinks of milk or water. Parents provide children with packed lunches and staff encourage only healthy items. As a result, children are developing a positive attitude and understanding of healthy eating. Children learn about safety through everyday practices and routines. For example, staff reminded children to be careful during play and when using scissors. Children engage in regular physical exercise and experience daily outdoor play. Consequently, children receive plenty of fresh air and develop physical skills and confidence.

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

The management team has a good understanding of their role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The recruitment and vetting of any new staff is robust and all staff have a very good understanding of child protection issues and the procedures they should follow for reporting any concerns. All staff have completed safeguarding and first-aid training. Staff work well as a team and the supervisor provides ongoing support through inductions, supervision meetings, peer observations and appraisals. This contributes well to raising quality and outcomes for the children. Staff monitor and record all accidents and incidents in the pre-school and complete regular safety assessments on the premises. Policies and procedures are detailed and the management team review these regularly to ensure they follow current guidelines and practices. In addition, staff also share all policies and procedures with parents. This enhances children's safe care and enjoyment.

The management team places a clear emphasis on professional development at all levels. Staff regularly attend training and are well qualified or working towards qualifications in order to further enhance the service they provide. The management team holds staff meetings on a regular basis to share any recent training and enable the sharing of good practice and ideas. The supervisor monitors all children's learning records to ensure key staff make regular observations and that these present a true picture of children's development. As a result, staff are confident and accomplished at the delivery of a broad and balanced curriculum to help children make good progress towards the early learning goals. The self-evaluation takes into account staff, children's and parents' views, using questionnaires and regular meetings. Detailed improvement plans identify strengths and weaknesses and the supervisor regularly evaluates and updates these with support from the local authority.

The management team has effective systems in place to develop communication links with others professionals and early years settings. Staff fully support children as they move onto primary schools, as they visit the local school beforehand and teachers are invited to attend the pre-school to meet the children. This enables the key person to discuss children's individual learning and development and any special educational needs and/or

disabilities, ensuring continuity of care and learning. During the inspection, parents actively sought out the inspector to tell her how pleased they are with how the pre-school is run and how settled and well their children develop. For example, they praised the friendly staff team and said they particularly like the homely environment that they create.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	507874
Local authority	Swindon
Inspection number	846835
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	57
Name of provider	Wroughton Pre-School Committee
Date of previous inspection	08/10/2009
Telephone number	07787502245

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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