

Burghclere Pre-School and Toddler Group

Portal Hall, Church Lane, Burghclere, Newbury, Berkshire, RG20 9HX

Inspection date	17/06/2014
Previous inspection date	08/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Strong partnerships with parents enhance children's care, well-being and learning across home and pre-school.
- Staff have good skills in supporting children's communication, so children are confident to express their thoughts and ideas.
- The management team work proactively in producing changes to improve children's outcomes.
- Children enjoy exploratory and self-directed play indoors and outdoors. As a result, children are independent and active learners.

It is not yet outstanding because

- Staff do not always label resources or provide print around the environment to extend children's understanding of how words and text carry meaning, and enhance their literacy skills.

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 practice in both the indoor and outdoor learning environment.
- The inspector had discussions with staff, children and parents.
- The inspector conducted a joint observation of a group activity with the manager.
- The inspector sampled a range of documentation, including children's records, suitability checks and planning.
- The inspector held a meeting with the management team.

Inspector

Farzana Iqbal

Full report

Information about the setting

Burghclere Pre-School and Toddler group is a committee organised setting and has been registered since 1999. The setting uses the Portal village hall in Burghclere, Hampshire. They use part of the hall grounds for outside play. Currently there are 50 children on roll, all of whom are in the early years age range. The setting is in receipt of funding of the provision of free early education for children aged three and four. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school opens Monday to Friday, between 9am and 3pm, during school term times. Children may attend morning or afternoon sessions, and the lunch club. The setting is not open the first Wednesday in each month. There are seven members of staff working with the children, six of these have relevant early years qualifications at level three or above. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- increase the range of labels and words in the learning environment both inside and outside, to extend opportunities for children to understand that words carry meaning.

Inspection judgements

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

Staff have a secure understanding of how to meet the learning and development needs of children. They provide a wide range of activities which cover the key aspects of the curriculum and accommodate children's interests. Children are confident to approach staff and make good friendships within the pre-school. Children enjoy the opportunities to engage in self-directed play. Staff are competent when supporting children's free-play and are able to extend problem-solving skills through their good use of questioning techniques. For example, staff encourage children verbally and allow children time to practise, through trial and error, to find solutions for their small scale construction. Children's communication and language is well supported by staff. Staff engage in meaningful conversations with children while they explore and dig up earth outside, this gradually extends to a conversation on food and healthy eating. The staff make relevant links and talk about the allotments, and the different fruit and vegetables the children are growing. Children are able to listen and communicate their ideas well. This shows they are making good progress in their communication and language skills. Staff talk to children as they play describing what is happening and challenge children's thinking skills. Staff read stories with children and sing songs, children listen attentively and enjoy taking part in the songs and actions. Early reading and writing skills are supported well. Staff initiate

children's interest as they often engage in looking at books alone or with friends. Older children are able to write their names and identify patterns of letters and words. However, staff do not always do everything they can to enhance children's reading and writing skills as there is limited labelling, with the additional support of visual pictures, of resources in the environment. Therefore, children's understanding that text carries meaning is not fully promoted. Children become very skilled at counting, identifying numbers and simple calculations. This is because staff involve children in practical maths through play and everyday activities. For example, they count the other children and adults at story time. Staff also encourage comparative language, for example, as they talk about the longer and shorter worms they found in the garden. As a result, children are confident in using terms which describe shape and size, and are learning mathematical concepts. Staff work with parents to establish children's starting points when they begin at pre-school. Staff make frequent observations of all children's achievements every day and the child's key person is responsible for maintaining up-to-date developmental records in the form of 'learning journeys'. An effective planning system is carried out fortnightly through staff planning meetings. This recognises the importance of allowing children time to develop a project or area of interest fully. Staff use information from observations to track and monitor children's learning against expected levels of development. This is used as a guidance tool to identify and address any achievement gaps. This is effective to also help staff plan for children's next steps in their learning. Staff have specific responsibilities for maintaining and developing different areas of learning. This means that the environment provides purposeful learning opportunities, which covers all the curriculum areas of learning. Staff also take the time to carry out extended observations for each child on a regular basis. Children with additional needs are supported through individual plans which are specifically tailored to meet their individual needs. The manager has implemented a home-school diary which allows parents and staff to write regular comments and observations to share with each other. This helps to build and encourage a cohesive approach to learning, develop good partnerships with parents and helps all adults work together to promote good outcomes for children.

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

Staff value the importance of children's emotional well-being and place importance on the settling-in process. Introductions and arrangements to settle children into pre-school are flexible to meet the individual needs of children and their parents. Staff carry out home visits to help children become familiar with staff and to gain information and knowledge about children's needs, and individual requirements. Parents are encouraged to spend time with their child in the pre-school. The manager allocates a key person for each child before they start, to work with parents and invest time getting to know each child. There is an effective key-person system which helps children form secure attachments and feel at ease in the setting. Children's behaviour demonstrates that they feel safe in the setting and comfortable with staff. Staff are well deployed in the setting and are vigilant in ensuring that the main door, and the outdoor gate, are secured at all times. There are always two members of staff who supervise pick up and drop off times. Registers are kept up to date by recording the actual times children arrive and leave. Staff are good role models and consistently reinforce positive behaviour. Staff use gentle reminders to teach

children how to keep themselves safe. For example, they explain why it is important to walk when they are inside. Children learn to be considerate towards each other. Staff encourage children to think about why sharing and taking turns is important. For example, children are able to share trowels and spades when digging in the garden. Staff sensitively manage any disputes encouraging children to resolve disagreements through negotiation and explaining choices available to them. As a result, children become emotionally prepared for their next stage of learning. Children learn to manage their own personal hygiene. Staff use a song about washing hands to alert children that it is time for snack. This serves as a timely reminder for children about why it is important to wash hands before eating. Children are given small bottles and a cup at snack time to help them practise small muscle control by unscrewing the bottle and pouring their drinks. Children are offered healthy snack of fruit, vegetables and rice cakes. They are encouraged at lunchtime to recognise and eat their healthy food first. This teaches them the importance of healthy living. There are links to healthy lunch box ideas for parents on the pre-school website. Staff talk to children about healthy eating and are growing their own vegetables and fruit, in a recently acquired allotment. As a result, children are able to identify how healthy food, such as carrots and broccoli, help them grow stronger. Children show independence through daily routines such as self-register, home trays, and pouring their own drinks at snack time.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. Policies and procedures for safeguarding children are clear and thorough. Staff are trained in child protection and safeguarding, and know how to record and report concerns regarding the welfare of a child. A rigorous recruitment process means all staff are checked for suitability before they begin working with children. Staff are vigilant about safety and follow procedures. For example, as part of the risk assessment process, the front door of the setting is always locked and two members of staff are present when children arrive and leave. Staff responsibilities to safeguard and protect children are made aware to parents, as all policies are available on the front desk and on the website. The pre-school manager and staff benefit from working with the parent committee and are developing positive methods for self-evaluation.

Staff have one-to-one meetings with the manager to identify strengths and areas for professional development, in addition to annual appraisals. Staff receive good support from management to develop their skills and qualifications and staff work well as a team. Systems are being developed to promote reflective practice and staff mentoring. The management team recently completed a review of the learning environment in the preschool. The feedback from the review has prompted some changes to the setting to suit children's needs. There are now clearly defined spaces of learning for construction, reading, mathematics and role play. This enables children to freely choose resources and self-direct their play and learning. The shows the manager and committee are proactive in driving forward change. The pre-school's self-evaluation considers children's and parents' views, and actions are steered to bring about improvements for children's outcomes.

Partnership with parents is promoted and parents receive daily feedback about their child's day through a home to school diary. Parents can share information with the key person about play activities at home. These also provide staff with conversational prompts with children about their experiences, for example, a new sibling in the family, or a recent holiday. Parents help with fundraising activities and are encouraged to join in events such as father's day. The pre-school manager has established good working relationships with local schools to help support children moving on to school. Reception class teachers visit the pre-school to observe the children and discuss their needs and achievements. The children visit the local primary school to take part in routines, such as, registration time, lunch time and story time. This helps staff make the move to school a successful process for the children.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	110412
Local authority	Hampshire
Inspection number	816984
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	50
Name of provider	Burghclere Pre-School & Toddler Group Committee
Date of previous inspection	08/06/2011
Telephone number	07826 724272

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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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Piccadilly Gate
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