

Ramsbury Pre-school

Methodist Church Hall, Oxford Street, Ramsbury, Marlborough, Wiltshire, SN8 2PG

Inspection date	08/12/2014
Previous inspection date	13/03/2009

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

- Children enjoy their time at the pre-school. The environment is well organised to provide a wide variety of learning opportunities. As a result, children develop a positive attitude towards their learning.
- Staff promote children's communication and language skills well as they speak clearly to the children, providing a commentary about what they are doing and asking them lots of questions, which encourages children to think.
- The strong partnership with parents and other professionals ensures that the pre-school staff meet children's individual care and learning needs well.
- The committee and staff have a firm commitment to sustaining continuous improvement through self-evaluation and monitoring.

It is not yet outstanding because

- The provider does not have robust systems for updating policies and procedures. This means that children's welfare may not be promoted fully.

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.

Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector held discussions with the manager and staff.
- The inspector took into account of the views of parents spoken to on the day.
- The inspector sampled documents including the pre -school's self-evaluation, complaints procedure, children's records and staff suitability checks.

Inspector

Karen Prager

Full report

Information about the setting

Ramsbury Pre-School opened in 1979. It operates from Ramsbury Methodist Church Hall, in a rural village, near Marlborough. The pre-school is registered on the Early Years Register. The pre-school opens each weekday during school term times. Sessions run from 9am until 2.45pm on Monday, Tuesday and Thursday and 9am until 12 noon on Wednesday and Friday. Children may also attend the Rise and Shine Club each morning from 8.15 am. Children have access to an outdoor play area, which is arranged over two levels. There are currently 20 children aged from two to under five years on roll. The pre-school receives funding for free early education for children aged two three and four years.

The pre-school employs five staff. The manager holds qualified teacher status. The deputy holds an early years degree and two members of staff hold a childcare qualification at level 2. Two members of staff are also working towards a relevant qualification at level 3.

What the setting needs to do to improve further

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

- further develop the regular review of policies and procedures to ensure they are kept up to date and reflect current guidelines; to underpin staff's practice, support children's safety and well-being and keep parents fully informed.

Inspection judgements

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

Staff have a strong understanding of the Early Years Foundation Stage learning and development requirements. They have a secure knowledge of how children learn and place a strong emphasis on helping children acquire the skills to be ready for the next stage in their learning. Consequently, children gain good skills in their social, communication and physical development. The quality of teaching is good. Staff interact positively with children continually enhancing children's learning and development. They vary the activities through the day so children remain interested and busy. Children enjoy the range of seasonal activities provided. They explore shape and size when they try to cover a present with wrapping paper. Staff help children to find a solution and ask what they can do when the paper is not big enough. They work together to search for a bigger piece and use the sticky tape to hold the paper in place. Children find a pen to write labels for their parcel. This activity helps children to consolidate their learning that writing has a purpose.

Staff skilfully promote children's communication and language development through play activities and group times. Staff gave all children the opportunity to talk about their

Christmas trees. This successfully promoted children in taking turns and their speaking and listening skills. Staff also used this opportunity to help children learn about positional language saying that, 'The star is at the top'. Children at the pre-school have some opportunities to explore through their senses. Children enjoyed discovering animals hiding in the shredded paper 'snow'. They concentrated for some time as they repeatedly poured the green sand into the different containers, seeing how full they could get them and watching the sand overflow down the sides.

Staff organise routines so that children are able to spend much of their time on activities of their choice, with some time spent in group activities, such as the story time or morning welcome. Consequently, children are motivated and keen to learn. Staff provide an interesting outdoor play environment which engages the children. Children spend time digging in the bark and transporting it to the large tub. They take their shoes off before they enter the playhouse and sit on the comfortable cushions in the playhouse to read a book. The children demonstrated that they are keen to persevere and solve problems. They use a construction toy to build a reindeer and staff extend children's understanding of technology skilfully by suggesting they use a hammer so that the leg does not fall out.

Staff use assessment successfully to record children's progress and are developing skills in using the online system to track children's progress. These digital learning records include photographs and ongoing observations. Planning of play activities is successful because staff focus on children's interests and the individual next steps in their learning. As a result, all children are helped to make progress in their learning and development. Staff actively involve parents in their children's learning by giving secure access to children's digital learning records. They offer guidance on the ways parents can follow on what children learn at pre-school through discussion and weekly newsletters. This productive partnership supports children's learning and development extremely well.

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

Staff provide a friendly welcome at the start of the day which helps children feel secure and they settle well. Every child has a key person who monitors and supports children's well-being and development. Children behave well because they are busy and staff explain what is expected clearly. They use pictures to remind children of the golden rules and of how to sit still and listen to a story. As a result, children feel secure and they are prepared well for their future learning.

Staff set out the room each day with a range of interesting activities for the children. They display bright posters and children's art, which staff regularly change to maintain children's interest in their environment. The activities are in easy reach of the children. Children enthusiastically explore and make decisions about their learning. They confidently ask for additional resources to enhance their play.

Staff give high priority to children's safety. They complete comprehensive risk assessments, including additional checks for the various outings they go on. This enables them to identify and minimise risks to children. Children start to understand about safety

and learn to keep themselves safe. For example, staff teach children to consider the risks of water on the floor and they learn about how to cross roads when they visit the local school. Staff support children well with their developing independence. Children learn to wash their hands before they eat. They enjoy selecting their snacks and carefully pour their own drink. The staff promote further children's understanding about leading healthy lifestyles when they talk to children about the different foods they eat. Children develop skills in putting their coat on before playing outside in cold weather. Children are keen to play outside and they benefit from the fresh air while they climb on the slide and pedal the tricycles.

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

The committee and staff have a sound knowledge and understanding of their statutory responsibilities. For example, they keep an accurate record of the attendance of both children and visitors to the pre-school and implement a broad range of policies to support the children's welfare, learning and development. The pre-school also shares the policies with parents to keep them informed of procedures that help staff safeguard their children. However, although these are updated regularly they do not always reflect current or correct practice. This means, for example, that some information available to staff and parents is inaccurate. This has the potential to compromise children's safety and well-being. Nevertheless, appropriate procedures are undertaken for checking the suitability of staff and visitors are not left alone with children. Most staff have received training in paediatric first aid, which enables a swift response if needed. Staff with specific responsibilities, such as safeguarding and special educational needs, have received relevant training. This enables staff to meet children's specific needs as required.

The manager is extremely enthusiastic about providing high quality care and learning opportunities. She has a sound understanding of the strengths and aspects for further development of the pre-school and welcomes external support to boost this development. Since the previous inspection, the staff have adjusted the organisation of the day so children can play outside more frequently. In addition, they have embedded effective systems for the snack time. The regular staff meetings allow staff to review policies, monitor children's development and share suggestions to develop practice. Additionally, staff are encouraged to continue professional development through further training. This training is used to benefit children. For example, staff have provided greater opportunities for varied outdoor play since outdoor play activity training, which has boosted children's confidence. Consequently, children feel more secure in talking to others when they are at pre-school.

Parents are encouraged to provide their feedback through informal discussions and questionnaires. This provides useful opportunities for parents to feel involved in their children's learning and in helping drive improvements within the pre-school that will benefit their children. The manager links with other settings that children attend to share information regarding children's development to provide complementary learning experiences for each child to support them to make good progress. The pre-school has

developed effective links with a variety of other professionals supporting children and their families. This ensures that children receive timely and appropriate support to meet their individual needs and to promote inclusion.

Staff have developed close partnerships with the key local school that the children will transfer to and they share knowledge and good practice to support children's future move to school. Partnership with parents is successful in supporting children's learning. Parents stated they are very confident in the care and support provided for their children who are keen to attend. Staff share detailed information about the children's development with parents through daily discussions, parents' evenings, newsletters and an online system.

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	146036
Local authority	Wiltshire
Inspection number	836724
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	20
Name of provider	Ramsbury Pre-School Committee
Date of previous inspection	13/03/2009
Telephone number	01672 520901

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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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