

Waterwells Primary Academy Pre-School

Waterwells Primary Academy, Boulmer Avenue, Quedgeley, Gloucester, GL2 2FX

Inspection date	22/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- There is a strong focus on communication and language development as staff speak clearly, pronounce words carefully and use signs to aid communication.
- Children make good progress in their personal, social and emotional development as they develop strong independence skills and become familiar with routines.
- There is effective partnership working with parents to develop continuity between the pre-school and home environment.
- Clear assessments of children's progress carefully identify any gaps in learning and staff are successful in developing strategies to close these gaps.

It is not yet outstanding because

- Resources and activities in the outdoor area are developing but are not extensive.

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 activities both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day and from the pre-school's parent questionnaires.
- The inspector checked evidence of the suitability and qualifications of staff, the pre-school's improvement plans and children's assessment records.

Inspector

Gill Little

Full report

Information about the setting

Waterwells Primary Academy Pre-school registered in 2013 and is run by The Robinswood Academy Trust. It operates from dedicated premises within the Waterwells Primary Academy School site. Children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register to care for two-year-old children and currently has eight children on roll in this age range. The pre-school is in receipt of funding for the provision of free early education for children age two years and provides eight places at any one time. The pre-school cares for children with special educational needs and/or disabilities and children from disadvantaged backgrounds. The pre-school is open on weekdays during school term times from 8.30am to 11.30am and from 12.15pm to 3.15pm. It employs three staff to work with the children, including the manager of the pre-school. Of these, all hold relevant qualifications. The manager holds Qualified Teacher Status and two staff hold qualifications 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:

- extend resources and activities in the outdoor area to further enhance the garden as a learning environment.

Inspection judgements

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

Staff assess two-year-old children carefully on entry to the pre-school to establish their starting points in learning and any gaps in development. They work closely with parents to find out about children's capabilities and interests. They guide parents well in supporting their children's learning at home, such as encouraging them to share storybooks to promote early literacy skills. Staff provide good information to parents about their children's progress, such as offering parent consultation meetings and stay and play sessions. Staff use ongoing assessments, including the required progress checks for two-year-old children, to plan relevant and interesting activities to reflect children's individual needs. Children begin to make good progress, particularly in their communication and language skills and in their personal, social and emotional development. Staff focus carefully on their interactions with children, speaking clearly and pronouncing words correctly. They use sign language alongside speech to further support communication. They engage routinely in discussions with children, modelling language well and encouraging responses. These strategies benefit all children, particularly those with special educational needs and/or disabilities and those with lower-than-expected starting points in their communication skills.

Children settle well into the pre-school and show a positive approach to learning. Staff follow children's interests well, adapting activities to suit their needs, which helps to engage children's attention and help them concentrate. For example, staff provide a tray of sand at a lower level for some children so they can access this more easily. Children enjoy a Goldilocks song, which staff support successfully with pictures to enhance understanding. Staff link activities well, such as planning a bear hunt story and a teddy bears picnic to enhance learning opportunities. Children develop mathematical language, such as 'huge', 'small' and 'tiny', and practise simple counting through stories and everyday activities. The impact of funding for free early education is good and staff are preparing children well for their next stages in learning.

The indoor environment is well resourced and provides a good variety of easily accessible resources, such as a play kitchen, home corner, books and sensory table. The outdoor environment provides a large enclosed space with a suitable variety of resources, such as pens and whiteboards, balls, beanbags, construction toys, a willow tunnel and wheeled toys. The pre-school team are currently developing the outdoor area to provide a more extensive range of activities and resources to enhance learning opportunities further.

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

Staff are sensitive in supporting children to settle when they first start in the pre-school. Home visits help staff, children and parents to get to know each other and therefore develop positive relationships. Key persons demonstrate that they become familiar with children's individual needs quickly. For example, they recognise that some children are very quiet for their first half an hour in the session. Staff are careful to explain routines and expectations to young children so that they quickly become familiar with their new environment. Children who demonstrate some behavioural issues on entry improve quickly as staff act as good role models and promote positive behaviour. Staff are quick to intervene with any squabbles, addressing these calmly and they use specific praise, such as 'good listening', to reward children. As a result, children focus well on activities and begin to develop positive social skills. They learn to line up safely with good explanations and instructions from the staff team and therefore start to develop a good understanding about taking turns and not pushing in. They respond well to known routines, such as helping to clear away when they hear the tidy up song. Children develop skills for independence as staff encourage them to try to do things for themselves. Staff encourage children to wriggle out of waterproof trousers following outdoor play and praise them warmly for trying. Two-year-old children routinely spend time in the adjacent room when older children visit the school so that they become familiar with this environment. This approach helps them to feel secure about moving up into the next room. Staff in both rooms use consistent strategies, for example, their approach to behaviour management and language development. This consistency further supports positive transitions to the next room.

Children develop a positive awareness of healthy lifestyles. They become engrossed exploring the mud kitchen in the garden as they pour, scoop, stir, fill and carry using a

variety of containers. They enjoy planting strawberries or jumping up and down in muddy puddles. These activities support their physical skills well and encourage them to enjoy the natural world. Children learn about good hygiene practices, such as hand washing, with effective support from staff. They learn to use soap, to wash hands thoroughly and to dry them carefully. Children learn to play safely alongside each other with good staff support, such as using a sand timer to share resources and therefore prevent difficult behaviour.

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

The management team demonstrates a clear understanding of its responsibilities to meet the requirements of the Early Years Foundation Stage. The team ensures that the environment is safe and secure and that persons caring for children are suitable. Robust recruitment procedures ensure that appropriate background checks are in place for all staff. The pre-school provides routine training on safeguarding children, and staff regularly review their knowledge through staff meetings. Staff are familiar with possible symptoms of children at risk and know what to do if they have concerns. The manager is on hand on a daily basis to talk to staff about any issues and the pre-school encourages a culture of openness so that staff feel comfortable about expressing concerns.

The staff team gets together at the end of every session to evaluate strengths and weaknesses and has regular meetings to support professional development. Regular supervision and appraisal meetings with individual staff provide further opportunities to identify training needs and to discuss key children as necessary. The manager knows individual children well and is therefore well placed to support key persons in their roles. A variety of training opportunities are available to enhance practice, such as using sign language and carrying out progress checks for two-year-old children. Staff put training to good use, such as agreeing some simple signs to use consistently with children. The impact of training and qualifications is good and has a positive impact on children. The manager monitors planning and assessment routinely, using an online tool to aid this process. The pre-school analyses data closely to identify gaps in learning for individuals or groups of children. Staff are quick to make referrals to outside agencies where necessary to ensure children receive appropriate support. They also use the information available to plan ongoing activities to meet children's individual needs. The manager evaluates activities successfully, recognising the strengths of the staff team and identifying areas for further development. Routine evaluations with the staff team together with ongoing development plans ensure that there is a positive approach to continuous improvement. The pre-school welcomes parents' contributions to the self-evaluation process, such as through parent questionnaires. Parents comment positively about the pre-school, stating that their children settle quickly and staffs are approachable.

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	EY471364
Local authority	Gloucestershire
Inspection number	944308
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 2
Total number of places	8
Number of children on roll	8
Name of provider	The Robinswood Academy Trust
Date of previous inspection	not applicable
Telephone number	01452 8819

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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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