

Compton and Shawford Pre-School



Reeves Scout Hall, Martin's Field, Compton, Winchester, Hampshire, SO21 2AZ

Inspection date

26 January 2015

Previous inspection date

18 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching across the preschool is good. Staff provide a stimulating and exciting range of learning opportunities for children, both inside and out, following children's interests. Children are well motivated, eager to explore and develop well in their learning.
- Children form sound relationships with the staff who care for them each day. This means that staff always meet children's individual needs well and children form strong attachments with staff.
- Leadership is outstanding with clear understanding of all aspects of teaching and care requirements. Accurate priorities for development drive constant improvement. Management is resourceful in getting any issues sorted out.
- Staff are very aware of what children need to learn next and plan activities around children's interests to advance their learning and development, so they make good progress.
- Staff are well trained in safeguarding and child protection and have a good understanding of how to recognise signs which may give rise to concerns. Staff help children to be aware of safety issues and explain things to them carefully.
- Children follow good hygiene routines and enjoy healthy snacks and meals.

It is not yet outstanding because:

- Opportunities for children to practise write and making marks are not always optimised in all areas of learning.
- Children are not consistently encouraged to speak and communicate because staff miss opportunities to develop language and vocabulary skills.

What the setting needs to do to improve further

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

- provide a range of opportunities for children to write for different purposes about things that interest them
- ensure staff take a consistent approach to encouraging all children to talk to maximise their speech and language development.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and readiness for school, both inside and outdoors.
- The inspector looked at children's assessment records, safety records and other documentation.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the chair of the pre-school committee and the manager of the provision, which included discussion on promotion of diversity.

Inspector

Ann Rowe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan the environment to provide a good range of activities across the areas of learning. Staff skilfully support children. However, sometimes they miss chances to extend children's learning. For example, staff do not always emphasise new vocabulary during stories, or encourage children to use the available writing materials to hasten progress. Nevertheless, children gain useful skills for their eventual move to school. At all times staff are fully aware of what each child needs to tackle next to make good progress. The staff carry out progress checks for two-year-olds and other progress checks for older children, so that they are knowledgeable about any gaps in learning. Special teaching helps children with speech and language difficulties. A visiting science teacher organises fun activities to promote children's understanding of the world around them.

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

Good arrangements mean staff help children settle quickly and play in harmony. Easy access to resources helps children to develop independence. They learn to share toys and interact well. The environment is kept safe because staff carry out daily checks and discuss any safety issues with children to raise their awareness. For example, staff teach children know what to do if they find a broken toy. Children are encouraged to keep themselves healthy by enjoying outdoor play when they choose. The staff collect, 'About me' information from parents before children start, so they can meet children's preferences and requirements. Staff continue to work consistently with parents to keep them involved in their children's learning, and well advised of their progress and experiences. A variety of visits and initiatives aid the children's transfer to school, helping them understand this coming change.

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

The pre-school's leadership and management is exceptional. The manager has strong practitioner skills accompanied by excellent understanding of the breadth of her role. She is very capable in determining strengths and weaknesses of activities. She knows how to bring about improvements to teaching to promote better outcomes for children. The committee and manager have a clear, shared vision of future developments for the pre-school to enhance its provision. They think creatively to overcome difficulties, such how to fund further staff training. The manager builds relationships with other settings to effectively deliver training, and thereby ensure that her staff team's development needs are met. Staff are knowledgeable about safeguarding. Keeping children safe and in good health is their first priority. The manager leads her staff by setting an excellent example

Setting details

Unique reference number	110424
Local authority	Hampshire
Inspection number	839706
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	42
Name of provider	The Compton & Shawford Pre-School Committee
Date of previous inspection	18 November 2009
Telephone number	01962 717585

Compton and Shawford Preschool was registered in 1978. It operates from two rooms in the Reeves Scout Hall in Compton, near Winchester. The pre-school is registered on the Early Years Register and is managed and run by a voluntary parents' committee. A maximum of 24 children may attend the nursery at any one time. The Pre-school is open term times only between 9.30 am and 2.30 pm each weekday. There are currently 42 children on roll in the early years age range, most of whom, receive funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. A total of six staff work with the children; of these five have relevant early years qualifications.

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