

Talbot View PreSchool

Talbot View Community Centre, 3 Alder Park, Alder Road, Parkstone, Poole, BH12 4AY



Inspection date	29 January 2015
Previous inspection date	9 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always make sure that play activities and resources provide children with a sufficient level of challenge to keep them motivated and engaged.
- The quality of teaching varies between the staff. Some staff miss chances to talk with children and develop their vocabularies to extend children's learning and development.
- The provider's systems to check staff practice are not good enough. This is because she does not focus sufficiently on improving teaching and learning to enable all children to make good progress in their learning.

It has the following strengths

- Staff interact with children in a warm and caring manner. They offer attention and reassurance to help children settle, promoting their emotional well-being effectively.
- Staff have a clear understanding of safeguarding and their responsibilities to provide a safe and secure environment for children. They keep children safe.
- Staff meet children's care needs effectively. Children enjoy healthy and nutritious snacks. The staff encourage them to pour their own drinks and select their fruit to help develop children's independence.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the organisation of children's experiences so that all children enjoy stimulating play activities, inside and out, that keep them interested and wanting to join in
- focus checks of staff practice on raising teaching to a consistently good quality through increasing staff skills and understanding of how to extend children's learning, with particular regard to their communication and language development.

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

- improve evaluation methods so that these identify all weaknesses in the provision accurately.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside and discussed with the staff their organisation of outdoor play activities.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector looked at documentation, including a sample of children's records and assessment systems, the complaints procedure and staff suitability records.
- The inspector talked with some staff, parents and the manager.
- The inspector looked at the systems used to review and evaluate the pre-school, including how previous recommendations were addressed.

Inspector

Dinah Round

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, staff provide a suitable range of play activities to promote children's learning and development across all areas. However, they do not always organise activities effectively to offer children a good level of challenge. For example, during a physical play session, staff did not tailor the activity towards children's individual abilities to extend their learning. As a result, some children wandered around and were not engaged in purposeful play. Children have regular access to writing materials, which staff encourage children to use. They enjoyed writing their letters at the 'post-office', which helped develop their early literacy skills in readiness for the eventual move to school. Staff interact with children to promote conversation. However, the quality of teaching skills is variable. Some staff regularly miss opportunities to model language and extend children's learning sufficiently to help them make good progress in their learning and development. Staff link with parents to gain details of children's abilities and interests on entry. They keep parents suitably informed about their children's care and development.

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

The environment is safe and welcoming. Staff know children well and offer support and reassurance to help children settle. They organise resources so children make some choices about their play. However, they do not always make the best use of resources to provide good quality learning experiences for all children. Outdoor play activities in particular do not sustain children's interest and some children get bored. This affects their behaviour. Staff teach children to share and take turns in their play and remind them about the pre-school golden rule to use 'kind hands' with their friends. Staff encourage children to do things for themselves, such as doing up the zips on their coats. This builds children's confidence.

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

The provider has a clear understanding of the safeguarding and welfare requirements. She follows adequate recruitment and vetting procedures. She has identified that she could develop these further so has some ability to evaluate her practice. Staff are clear on their roles and they work together well. The provider has some performance management arrangements to ensure all staff access training. This training has included staff learning new systems to help them track children's progress. However, the manager does not always check the staff team's day-to-day practice for the use of consistent teaching methods. This means there are differences in the support that children receive for their learning and development. Staff establish suitable working relationships with parents and external agencies to help them support children's needs.

Setting details

Unique reference number	EY365502
Local authority	Poole
Inspection number	838042
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	49
Name of provider	Beverley Woollard
Date of previous inspection	9 March 2011
Telephone number	01202 746764

Talbot View Pre-school originally opened in 1992 and was taken over by the current proprietor in 2007. It registered with Ofsted in 2001 on the Early Years Register. It operates from two rooms in a community centre. Children have access to an enclosed outdoor play space. The pre-school is open during term time only. Sessions operate from 9am to 3.30pm on Mondays, from 9am to 3.30pm on Tuesdays to Thursdays, and from 9am to 12 noon on Fridays. The pre-school receives funding for children aged two, three and four years. There are eight staff working with the children, including the proprietor. All hold recognised early years qualifications, and one holds Early Years Professional status.

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