

Ashurst Pre-School

Foxhills Lane, Colbury, Totton, Southampton, Hampshire, SO40 7ED



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| Inspection date | 3 February 2015 |
| Previous inspection date | 3 June 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 | | Good | 2 |
| 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 pre-school is good. Staff provide a stimulating and exciting range of learning opportunities especially targeting skills that will benefit older children in readiness for school.
- Staff are warm and caring so children form secure attachments with them. Children learn to manage their behaviour and share toys by following the examples set by staff.
- Strong partnerships between parents and the conscientious staff ensure that parents are kept well informed about their children's developmental progress. In addition, staff give parents written guidance on home activities to help to promote progress.
- The pre-school's leadership team is pro-active in seeking to make improvements to the provision.
- Staff promote children's understanding of healthy lifestyles well. Children follow sound hygiene routines, such as effective hand washing, and enjoy healthy food.

It is not yet outstanding because:

- Staff do not provide the best opportunities for children to use and extend their technology skills.
- Leadership does not always focus staff training and development opportunities precisely on improving their personal skills to enhance the quality of their individual teaching

What the setting needs to do to improve further

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

- check that the range of activities and experiences consistently provides stimulating technology opportunities for children .
- ensure that training and development opportunities for staff focus on further improving the quality of teaching and hence the standard of provision.

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 including the progress checks for two-year-old children and the planning documentation.
- The inspector met with some parents during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's policies and procedures.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and deputy manager of the provision. Discussions covered how the leadership team evaluate the quality of the provision and plan for its improvement.

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. Experienced and knowledgeable staff skilfully support children. However, staff do not always check that simple technology equipment is working properly to aid children's play, such as a toy calculator when they pretend to play shops. Children enjoy a variety of outdoor play even in cold conditions, gaining positive attitudes to being outside. Older children gain useful skills for their eventual move to school. Staff are fully aware of what each child needs to tackle next to make progress, so children develop in line with expectations for their age. The staff carry out progress checks for two-year-olds carefully and other progress checks for older children, so that they know about any gaps in their learning. The pre-school staff have useful partnerships with on-site school staff that help children be well prepared for the changes ahead. The pre-school staff supports children with speech and language difficulties well to help them catch up.

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, although there are few technology resources. They learn to share toys and interact well with each other. The environment is kept safe because staff carry out daily checks and discuss any safety issues with children to raise their awareness. Children are encouraged to keep themselves healthy by exercising outdoors when they choose. Staff collect, 'About me' information from parents before children start, so they know and meet children's preferences and requirements. Each child has a special designated person to help them settle in. This arrangement functions well and provides parents with an easily accessible point of contact.

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

The strong management team is well supported by an ambitious committee that drives improvement forward. The experienced leadership team work together well. Its members have a full understanding of their roles. Staff are knowledgeable about safeguarding and child protection. However, management does not always ensure staff receive specific training suited to their needs to enhance their teaching. They are beginning to explore ideas of how to overcome training difficulties. Well-planned, adult-led activities now form an integral part of the provision promoting improved outcomes for older children. Assessment has improved too with progress recorded in appropriate age bands, allowing better checks on children's progress. The leadership team actively promotes contact with other early years settings so that all can share details of progress and care. The leadership team plans effectively for change by preparing colleagues to take over on the committee to help the pre-school retain its effectiveness.

Setting details

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| Unique reference number | EY273607 |
| Local authority | Hampshire |
| Inspection number | 833410 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 109 |
| Name of provider | Ashurst Pre-School Committee |
| Date of previous inspection | 3 June 2009 |
| Telephone number | 023 8029 2791 |

Ashurst Pre-School opened in 1970 and registered with Ofsted in 2001 on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register. It operates from a nursery unit in the grounds of Foxhills School. The pre-school opens on weekdays from 8.20am until 3.20pm during school term times. There are 13 staff who work with the children; all bar one hold appropriate early years qualifications. The pre-school is funded to provide some free early education to children aged three and four years.

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