

# Odiham Pre-School (Leapfrogs)

Recreation Hall, Recreation Road, Odiham, Hook, Hampshire, RG29 1NU



## Inspection date

Previous inspection date

24 February 2015

7 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff follow and promote children's interest through good questioning and conversations. This enhances their learning and development very well.
- Relationships with children are excellent. Staff provide exceptional support for children's well-being, which has a significant impact on their confidence and means that children feel secure and emotionally ready to learn.
- Children have impeccable manners and are very polite, which shows that staff are excellent role models and enhance children's behaviour very well.
- The manager has a good understanding of legal requirements. She ensures staff are regularly supervised, mentored and supported, to enhance staff development and improve their knowledge and understanding.
- Partnerships with parents are strong and well embedded. Staff and parents exchange a good amount of information, to promote consistency in children's learning.
- Relationships between parents and other professionals involved in children's care are very good. As a result, processes to prepare children for the next stage in their learning are effective.

### It is not yet outstanding because:

- Staff provide few opportunities for children to see letters and words outdoors, to support the development of their understanding that print carries meaning.
- The organisation of quiet times before lunch results in some children becoming restless, as watching the television does not always provide them with sufficient challenge.

## **What the setting needs to do to improve further**

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

- provide more opportunities outside for children to observe an environment that is rich in print
- review the organisation of rest time to ensure all children are participating.

## **Inspection activities**

- The inspector observed activities and the quality of teaching in the playroom and outdoor play area.
- The inspector looked at children's records, planning documentation and children's learning journals, and discussed these with staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled documentation in relation to safeguarding, risk assessments and daily attendance registers.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Tracy Bartholomew

## Inspection findings

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

Staff provide a good range of learning opportunities that motivate and promote children's learning and development. As a result, children are curious, well motivated and ready to learn. Staff use observations and assessments to monitor children's progress carefully. They plan effectively towards children's next steps in learning. Good questioning and group-time discussion effectively supports children's speaking, listening and concentration skills as, for example, they talk about the foods needed for cooking and how they will cook the food afterwards. However, structured respite periods are less successful, which results in some children becoming restless. Children enjoy story times, which are engaging and varied with use of props and puppets. Staff support children's literacy development well by providing consistent opportunities for them to make marks and draw for purpose. For example, children write on whiteboards and make patterns in sand. Indoors, staff create an environment that is rich in print so that children develop an understanding that print carries meaning. They provide fewer labels for children to see outdoors though.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children adjust confidently to pre-school because staff obtain extensive information from parents so that they can support children extremely well. They help children to feel highly valued and secure. Staff provide exciting and engaging activities which nurture children's well-being exceptionally well and help develop their independence and awareness of how to keep themselves safe. For example, staff consistently encourage children to try to put on their own coats and shoes, and they support them to use knives safely, to chop food for cooking. Staff use mealtimes to promote children's understanding of healthy options and to enhance their understanding of nutrition. Children play outside enthusiastically, enjoying free access to the garden where they collect eggs from the chickens and explore climbing areas. Staff also make excellent use of local facilities such as the park, field and basketball areas, to enhance children's physical skills further.

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

Staff have a good knowledge and awareness of how to keep children safe. They understand the routes of referral for a child protection concern and ensure that the pre-school is safe for the children to play and explore. Strong leadership ensures that all regulatory duties are robust, including recruitment, which consequently contributes to the well-being and safety of the children. Parents speak highly of the pre-school and friendly staff, valuing the care and education they provide for their children. The manager implements a process of continuous self-evaluation; she includes suggestions from staff and parents and sets targets that she reviews regularly, until good outcomes are achieved for children.

## Setting details

<b>Unique reference number</b>	110204
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839687
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	71
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Odiham Community Pre-School (Leapfrogs) Committee
<b>Date of previous inspection</b>	7 April 2011
<b>Telephone number</b>	01256 701471

Odiham Community Pre-school [Leapfrogs] re-registered in 2011. It operates from a purpose-built premises located in Odiham, Hampshire. The pre-school is a committee-run group and receives funding for free early years education for two, three and four-year-old children. The pre-school opens five days a week during school term times. Morning sessions are from 8.25am, 8.45am, or 9am until 11.30am and afternoon sessions from 11.45am to 2.45pm or 3.15pm. The pre-school employs eight permanent staff to work with the children, plus bank staff and an office manager. One member of staff has a degree in early childhood studies and three staff members have early years qualifications at level 5.

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