

The Old School House Pre School



Denmead Community Centre, School Lane, Denmead, Waterlooville, Hampshire, PO7 6LU

Inspection date	20 May 2015
Previous inspection date	18 October 2011

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 is good and, as a result, all children make good progress. Staff provide children with exciting activities which cover all areas of learning.
- Children are very confident and settle into pre-school smoothly. This is because staff give children a warm welcome and form excellent relationships with them.
- Partnerships with parents are strong. Staff share children's progress with parents and other early years providers and involve parents in children's learning at home.
- Staff help children to develop their language and communication skills particularly well. They skilfully question children and introduce new vocabulary during worthwhile play, practical activities and story time.
- Children feel secure and staff keep them safe. Staff have a good understanding of safeguarding procedures and successfully identify and minimise any risks for children.
- The manager regularly checks the consistency of teaching in the pre-school to ensure children have high-quality learning experiences. Staff are well trained and have a good understanding of the requirements of the Early Years Foundation Stage.
- Staff promote children's good health and well-being through healthy snacks, good hygiene practices and regular access to interesting outdoor activities.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's mathematical understanding by intervening in their play.
- In craft activities, there are a few instances when staff do too much and do not enable children to shape and join simple materials for themselves.

What the setting needs to do to improve further

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

- ensure staff make the most of all opportunities to develop children's mathematical understanding by intervening during their play
- ensure staff consistently enable children to shape simple materials for themselves.

Inspection activities

- The inspector carried out a joint observation with the manager and observed staff's interactions with children during activities in the playroom and outside learning area.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at a range of documentation, including children's learning files and evidence of the suitability and qualifications of staff working with children.
- The inspector held a meeting with the manager of the pre-school and had a discussion regarding policies and procedures.

Inspector

Eileen Chadwick

Inspection findings

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

Children enjoy exploring the wide range of stimulating activities. Role play is very well organised so children can spontaneously dress up, engage in pretend play and act out story characters. They use a good range of tools when exploring patterns in sand and mouldable materials, and when painting, drawing and sticking. Staff build on children's interests well, for example, when children are curious about how magnets can make small objects move. Children love listening to stories and learn to recognise written words, including their own names. Staff ensure they gradually build children's early writing skills from simple marks to when they begin to draw shapes, letters and write simple words. There are usually good activities for mathematics but sometimes staff do not spot opportunities during role play to help children to count, add and take away. Children develop their understanding of the world well during local visits, such as a walk to the bluebell wood. Occasionally, during craft activities, staff do not encourage children to shape and join simple materials for themselves, and do too much for them.

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

Staff successfully help children to develop their independence. Children select some of their own resources and help themselves to fruits, vegetables and drinks at snack time. They understand the daily routines and behave extremely well. They learn to be kind and considerate and share toys and resources with one another. Consequently, staff promote children's emotional well-being well. Staff help children to prepare for full-time education by taking them to their new schools to familiarise them with their teachers, playtime and lunchtime routines. Children enjoy balancing, throwing and climbing activities in the outdoor area and in the hall. Growing beans and strawberries helps the children to learn about the world around them and healthy lifestyles.

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

Staff observe, assess and record children's progress well. They use this information to evaluate how well their provision is helping children to make progress that is at least good. The manager monitors the quality of teaching and children's progress closely. She works within the room and encourages staff to reflect on their practice and develop provision for children. Staff are all committed to further developing the pre-school. Staff regularly attend training and cascade the information at staff meetings. The team works very well together and feels supported by the provider. Effective key-person arrangements enable children to form close bonds with staff. Staff have a clear understanding of child protection procedures. Parents are delighted with how their children are progressing.

Setting details

Unique reference number	EY363215
Local authority	Hampshire
Inspection number	828877
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	22
Number of children on roll	37
Name of provider	Stephanie Boyland
Date of previous inspection	18 October 2011
Telephone number	07933711279

The Old School House Pre-School registered in 2007. It is situated in Denmead Community Centre in the village of Denmead. The pre-school opens from 8.30am to 3pm, Monday to Friday, in term time only. The provider employs seven staff, all of whom hold appropriate early years qualifications at level 3. The provider receives funding for the provision of free early years education for children aged two, three and four years.

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