

Shipton Bellinger Pre-School



Rear of Primary School, Parkhouse Road, Shipton Bellinger, Tidworth, Hampshire, SP9 7TW

Inspection date

1 June 2015

Previous inspection date

7 November 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

- Teaching is good. Managers and staff provide an interesting and challenging range of well-planned activities, which supports children's learning. This results in children making good progress given their starting points.
- Children interact positively with their peers and are very well behaved. This is because managers and staff acknowledge good behaviour through praise, support and encouragement. Consequently, children become confident in their own abilities.
- Partnerships with parents are successful with effective measures in place to involve them in their children's learning. Consequently, managers and staff work closely with parents to ensure they meet children's individual needs.
- The management team has a strong commitment to the self-evaluation process, which brings about effective changes that benefit children. For example, since the last inspection, staff now organise adult-led activities to meet children's next steps in their learning.

It is not yet outstanding because:

- Managers and staff do not always extend on children's understanding of a wide range of mathematical concepts in order for their mathematical learning to be maximised.
- Children do not always have access to a variety of resources that encourage them to experiment with their early writing skills outdoors.

What the setting needs to do to improve further

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

- maximise opportunities for children to develop their mathematical understanding, for example, by encouraging children to use a wider range of mathematical concepts, such as weight, during their play
- develop further the educational programme for literacy by including more resources that encourage children to write for a purpose in the outdoor play area.

Inspection activities

- The inspector observed activities throughout the pre-school and outside play areas.
- The inspector held discussions with the management team, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, documentation linked to monitoring children's progress, and children's observation, assessment and planning records.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took into account the views of parents spoken to on the day and from written questionnaires.

Inspector

Julie Swann

Inspection findings

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

Managers and staff monitor and track children's progress through effective observations and assessments. This means children become motivated learners. Consequently, they are well prepared to move on to school when the time comes. Staff actively encourage children's communication and language skills. For example, children enjoyed looking at books and listening to stories. Throughout these story times, staff gave children good opportunities and encouragement to discuss and predict possible outcomes. This promotes children's thinking and understanding. Children investigate how to be creative by exploring the properties of natural materials, including sand, water and play dough. Children count and use numbers as they play. For example, they counted how many pieces of carrot they had during their snack and how many plates they would need. However, the teaching of wider mathematical concepts, such as measurement, size, and distance, are not always as well supported, which has a minor impact on children's mathematical understanding.

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

Children develop secure attachments to their key person. This helps promote children's well-being, self-esteem and sense of belonging. Children show growing independence as they wash their hands and follow good hygiene routines. This is very effective in fostering their understanding of keeping healthy and safe. Children have good opportunities to take part in activities in the local community. For example, elderly residents from the local village visit the pre-school for special events. Since the last inspection, children now have direct access to the outdoor area for continuous play. For example, they climb, balance and use a variety of wheeled toys, which supports them to take calculated risks. However, writing materials are not readily available outdoors. This means some opportunities to maximise literacy development and early writing skills outdoors are missed.

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

Managers and staff attend safeguarding training and have a good understanding of the procedure to follow should they have any concerns about a child's welfare. Recruitment, vetting, supervision and induction procedures are robust, which helps to ensure suitable adults care for children. Managers and staff have a comprehensive training programme in place which is a combination of in-house and external training and development opportunities. For example, they have recently attended training on how to add challenge into play. The manager identified this training need during observation of practice and monitoring of children's learning. This has helped to improve outcomes for children. Managers and staff have good links with a varied range of other providers and professionals. This provides a firm base to exchange information to ensure continuity of care and learning.

Setting details

Unique reference number	507983
Local authority	Hampshire
Inspection number	842272
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	46
Name of provider	Shipton Bellinger Playgroup Committee
Date of previous inspection	7 November 2011
Telephone number	01980 847204

Shipton Bellinger Pre-School opened in 1975. The pre-school is situated in the grounds of Shipton Bellinger Primary School near Tidworth, Hampshire. Sessions run in term times only from 8.50am until 3.20pm on Mondays to Thursdays, and from 8.50am until 12.50pm on Fridays. There are nine members of staff, all of whom hold appropriate early years qualifications, including one who holds Qualified Teacher Status. The pre-school receives funding for the provision of free early education for two, three and four-year-old children.

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