

# Badger Farm Pre-School Playgroup

Badger Farm Road, Winchester, Hampshire, SO22 4QB



<b>Inspection date</b>	9 June 2015
Previous inspection date	24 May 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

- Well-qualified staff have a good knowledge of the Early Years Foundation Stage and ensure that children make good progress in all areas of their learning.
- Staff place a high priority on helping children develop very good skills in listening and speaking, investigation and discovery. As a result, children become confident communicators who enjoy learning and have the necessary skills for their future learning and school.
- Staff have a warm and caring rapport with the children, their parents and carers. They are knowledgeable about children's individual needs and actively promote their learning and care in close partnership with parents and visiting specialists.
- Children's welfare is safeguarded effectively because all staff have a thorough understanding of child protection issues. A strong emphasis is placed on ensuring children's safety both on the premises and on outings into the community.
- The manager is thoroughly committed to the ongoing development of the pre-school. Evaluation of practice includes the views of parents, staff and the committee who praise the manager for the high levels of support and information she offers them.

### It is not yet outstanding because:

- Staff do not always maintain their sharp focus on challenging the thinking of higher achieving children during some adult-supported activities.
- Professional supervisions and evaluations of practice are not yet highly focused on encouraging all staff to reflect fully on the impact of their teaching to further improve the established good practice.

## What the setting needs to do to improve further

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

- make full use of children's enthusiasm for the rich learning opportunities staff provide to challenge the thinking skills of the higher achieving children more consistently
- increase further the use of professional supervision to support staff as they reflect on the impact of their practice and raise the quality of their teaching to a very high level consistently.

### Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation, and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with members of the committee and conducted a joint observation with the manager.

### Inspector

Helen Robinshaw

## Inspection findings

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

Staff plan and deliver a broad range of learning experiences that capture children's interests and imaginations. Children have plenty of resources to explore and investigate independently, with friends or with staff who nurture them towards the next stages in their learning. The quality of teaching is consistently good although staff are not always as consistent in challenging the thinking of higher achieving children. Staff teach mathematical concepts effectively and model comparative language as children enjoy sorting, matching and pairing up different patterns and sizes of socks. Staff promote children's experimentation with floating and sinking. Then they add tweezers so children practise handling skills and pencil grip in preparation for their move to school. Accurate assessments of children's individual achievements underpin staff's preparation and delivery of further activities that ensure children make good progress in all areas of their learning. For example, staff have different quantities, shapes and colours of ice at the ready to build on children's enthusiasm for water play, melting and investigation.

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

Parents consistently praise staff for their dedication to children's safety and well-being. They report that their children treasure their sessions at the pre-school, where they too feel welcomed and valued as partners in learning. Staff support continuity of learning and care between the pre-school and home through an extensive exchange of information, guidance and exemplary practice. Staff teach children the importance of keeping themselves healthy and eating wisely. Parents delight as children identify nutritious foods at home and choose to play and exercise in the fresh air. Children learn increasing independence and self-control as staff help them practise dressing for games, sharing mealtimes and working in larger groups. They are exceptionally well prepared for school in terms of their self-confidence, social skills and emotional well-being.

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

Leadership and management fulfil their responsibilities in meeting all the requirements of the Early Years Foundation Stage to a consistently good or better standard. All those involved with the pre-school contribute to regular evaluations and updates of policies and procedures. Staff place a high priority on carrying through daily practices to safeguard and protect children, and to promote their welfare and good health. The manager diligently monitors children's progress. The team is quick to identify children's individual needs and work effectively with outside professionals to close any gaps in children's development. Regular supervisions and staff meetings help the manager to drive forward improvements across the pre-school. Supervisions are less effective in helping staff to reflect fully on the impact of their teaching to further improve the established good practice.

## Setting details

<b>Unique reference number</b>	109984
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839658
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Badger Farm Pre-School Playgroup Committee
<b>Date of previous inspection</b>	24 May 2011
<b>Telephone number</b>	01962 842385 or 07771798474

Badger Farm Pre-School opened in 1986 and re-registered in 1991. It is run by a voluntary parent committee and operates from Badger Farm Community Centre, near Winchester. The pre-school opens each weekday during school terms. Sessions are from 9.15am until 3pm on Monday to Wednesday and 9.15am until 12.15pm on Thursday and Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. There are seven staff who work with the children, five of whom hold relevant qualifications at level 3.

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