

Lyndhurst Pre-School

The School, High Street, Lyndhurst, Hampshire, SO43 7BB



Inspection date

17 June 2015

Previous inspection date

2 March 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

- Warm relationships between children and staff ensure that children are confident and happy. The atmosphere is calm and welcoming. The space, both inside and out, is well organised, bright and full of stimulating resources.
- Leaders carefully track and monitor children's progress. They ensure that staff identify and quickly plan for children who may need additional support. As a result, all children make good progress in their learning and development.
- Partnerships with parents are strong and parents speak very positively of the 'exceptionally friendly and reliable' staff. Staff exchange information with parents on a daily basis and advise them on how to extend children's learning at home.
- Staff work well in partnership with the local school to help children prepare emotionally for their move into reception class. Staff take children on regular visits to familiarise themselves with the class.
- Staff are clear and consistent in their expectations of children and, consequently, children behave well. They develop an awareness of the need to take care of resources, be kind and caring towards each other, take turns and share.

It is not yet outstanding because:

- Staff do not always extend children's critical and creative thinking by asking more questions that challenge children to think and solve problems.
- Staff do not provide more opportunities for children, especially the older ones, to do things for themselves, especially at snack time, in preparation for their move to school.

What the setting needs to do to improve further

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

- build on children's critical and creative thinking by asking children more questions that challenge them to think about their answers to promote learning even further
- review the current routines to allow further opportunities for the older children to extend their independence by taking on more responsibility.

Inspection activities

- The inspector observed activities and the quality of teaching, both indoors and outdoors.
- The inspector spoke to the pre-school manager, a committee member and staff at appropriate times during the inspection.
- The inspector and the manager carried out a joint observation and discussed the ways in which they evaluate practice in the pre-school and their plans for improvement.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation and a range of other records, including policies and procedures.

Inspector

Jacqueline Good

Inspection findings

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

Staff are skilled, well qualified and confident in their teaching. This has a positive impact on children's learning experiences. Staff plan engaging activities that cover all areas of learning and take account of children's interests and abilities. They constantly engage children in conversation during their play, which means children develop good literacy and language skills and become confident communicators. Staff promote children's mathematical development well by introducing numbers and shapes into activities. Outdoors, staff encourage children to use the excellent range of equipment and resources to stimulate their interests and ideas well. Children particularly enjoy exploring the 'mud kitchen' where they can dig, build and role play. Children enjoy filling and emptying containers, which helps them understand about quantities and measures. Children learn how to grow plants, such as vegetables and herbs, in the attractive garden area.

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

Staff promote children's emotional well-being well, which means children are happy, confident and ready to learn. Staff get to know children during home visits prior to their start at the pre-school. This helps children feel safe and secure and they settle quickly when they join the pre-school. Children confidently manage some of their own needs, such as toileting and washing their hands regularly. Children enjoy eating healthy snacks and develop a good understanding of a healthy diet through discussions with staff. Children learn to look after their teeth and, following a visit from a dentist, practise caring for their teeth in role play at the 'dentist surgery' set up by staff.

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

The manager monitors staff performance well through supervision. She ensures staff update their skills and knowledge through regular training in order to benefit children. For example, recent training has helped new members of staff know how best to support children with special educational needs and/or disabilities. Partnerships with other providers that share children's care are effective and promote a consistent approach to support children's development. All staff receive training in safeguarding children so that they know what to do if they have concerns. Self-evaluation successfully identifies strengths and targets areas to address to improve children's learning experiences. The process involves staff and parents to provide a good overview. As a result, the recommendations raised at the last inspection have been addressed and improvements are focused on aspects that will benefit children, for example, developing the outdoor play spaces further.

Setting details

Unique reference number	507969
Local authority	Hampshire
Inspection number	842271
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	55
Name of provider	Lyndhurst Pre-School
Date of previous inspection	2 March 2011
Telephone number	023 80282986

Lyndhurst Pre-School registered in 1965. A committee manages the setting. It has exclusive use of a purpose-built classroom and outdoor area on the site of St Michael and All Angels School. The pre-school is open during term time from 8.50am to 11.50am and 12.20pm to 3.20pm. Funding for early education is available for two, three and four-year-old children. There are five staff employed to work directly with the children, all of whom hold appropriate early years qualifications at level 3.

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