

Treasure Island Playgroup

Popley Fields Centre, Carpenters Down, Basingstoke, Hampshire, RG24 9AE



Inspection date

22 June 2015

Previous inspection date

2 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children are enthusiastic and eager to build relationships and to learn. They chose to take part in an exceptional range of purposeful activities. These, combined with consistently high quality teaching, help to ensure all children make excellent progress in each aspect of their learning and development.
- Staff promptly identify any specific gaps, delays or strengths in children's development. They enrich children's experiences accordingly, pursue additional guidance when it is needed, and work extremely effectively with parents and outside agencies.
- Regular training ensures that staff are constantly improving their already first-rate understanding and practice. Staff constantly search out and implement additional teaching strategies to enhance children's development in listening and attention, health and fitness, and their emotional well-being. Consequently, children develop very secure foundations for all future learning.
- Children's well-being is paramount to all staff. The manager and staff have an excellent understanding of the policies and procedures for safeguarding, and protecting children's welfare. Risk assessments across the pre-school are comprehensive, with staff following them through in their daily practice.
- The manager and her deputy monitor the delivery of the educational programmes, planning and assessment, and children's progress very effectively. As a result, children's needs are quickly identified and well met through high quality teaching and timely interventions.
- Comprehensive self-evaluations include the views of parents, staff and children, and help the committee to support challenging targets for improvement to raise standards and outcomes for children.

What the setting needs to do to improve further

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

- consider the role of drama in extending children's experience and expanding their imaginations further.

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 the leadership team 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 outstanding

Children thrive in this happy pre-school because nurturing individuals and meeting their unique needs is the motivation for everything that staff do. Taking into account their starting points and capabilities, children make excellent progress. Staff clearly track, share and discuss children's achievements and next steps with their parents. They offer parents an excellent range of information and support to enhance all areas of children's welfare and learning. All staff know and implement the requirements of the Early Years Foundation Stage to a high standard. The quality of teaching that staff plan and deliver is exceptional. Inspiring teaching is rooted in children's interests. Ideas grow as children and staff work together to build up a plan, experiment with ideas, review and improve them, and celebrate learning. Children have tremendous fun as staff challenge their thinking, and give them time to play, discover and recognise their skills and achievements.

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

The pre-school is at the heart of the community. An abundance of praise from parents typically showed an appreciation of how thoroughly staff know their children. Consequently, children quickly settle and gain the confidence to choose and investigate inspiring resources and activities. Staff create daily opportunities for children to get to know and understand each other. Children practise skills in communication, negotiation and working together. Staff prepare all children very well for the next stage in their learning, including their moves to school. For example, staff offer clear examples of the impressive impact that their training in relaxation techniques has on children's behaviour and emotional well-being. Children now stop to think about their bodies; they learn to control, co-ordinate and strengthen movements and calm their busy minds.

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

The manager ensures that her well-qualified, highly experienced staff continue to meet high standards of welfare, safeguarding and education through regular supervisions and appraisals. All staff are alert to child protection issues and know how to pursue any concerns promptly and appropriately. Staff follow strict procedures to help keep children safe and free from harm at the pre-school, and as they prepare for holidays. Staff teach children how to protect, care and respect their community. Children delight in watching feeding and hatching birds, and they nurture seeds and plants. Parents and members of the community volunteer their own time and skills as they share the pleasures of live music or the jobs they do to help us. Children's fascination in these rich experiences ignites their imaginations and confidence to perform, although they do not always extend their drama experiences, for example in stories.

Setting details

Unique reference number	507945
Local authority	Hampshire
Inspection number	826195
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	72
Name of provider	Treasure Island Playgroup Association Committee
Date of previous inspection	2 February 2011
Telephone number	01256 414014

Treasure Island Playgroup registered in 2000. It is a committee-run group operating from the Popley Fields community centre, near Basingstoke in Hampshire. The pre-school is open each week day during school term times from 9.15am to 3.15pm. It is in receipt of funding for the provision of free early education for children aged two, three, and four. All eight staff hold relevant qualifications at level 3 or above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

