

Tadley Unders Fives Pre School



Community Centre, Newchurch Road, TADLEY, Hampshire, RG26 4HN

Inspection date 22 June 2015
Previous inspection date 1 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children make good progress in their learning and development. Staff plan activities that are suited to individual children's interests and support the next steps in their learning.
- Children and parents are warmly welcomed. Key persons establish positive relationships with them as soon as they start. Consequently, children are happy, relaxed and move confidently within the pre-school environment.
- Senior supervisors are well focused on improving the quality of the provision and have made good use of self-evaluation to set clear targets for improvement. This includes taking on board the views of staff, parents and children, in order to make continuous improvements.
- Staff constantly praise children and always acknowledge their achievements. They use consistent strategies to positively manage children's behaviour. As a result, from an early age, children learn to share and play well with others.
- Safeguarding practices and procedures are thoroughly implemented by all staff. They work successfully to keep children safe and protected from harm and are well aware of who to report to should they have a concern about a child's welfare.

It is not yet outstanding because:

- Staff do not always make the most of resources and learning opportunities outdoors to promote the mathematical development of children who learn better outdoors.
- Staff, on occasion, miss opportunities to promote older children's understanding of sounds and letters, to help further develop their early reading skills, to enhance their play, learning and development.

What the setting needs to do to improve further

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

- make greater use of the outdoor area to promote the mathematical development of children who learn better outdoors
- strengthen older children's understanding of letters and sounds to further develop their early reading skills.

Inspection activities

- The inspector observed activities in the two main base rooms and outside.
- The inspector carried out a joint observation with one of the supervisors, and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, planning documentation, a selection of policies and children's records.
- The inspector held meetings with the two supervisors and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

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

Staff plan the indoor environment well in response to the children's interests. For example, children enjoy threading activities, using large cardboard boxes to make houses and explore the pretend kitchen items to further develop their imaginative play. All children move freely between activities, encouraging staff to join in their play. Children make good progress in their language development and have some opportunities to learn about letters and sounds. Staff ensure parents know about their child's developmental progress through their effective partnerships. This, and regular communication with them, such as informative noticeboards and newsletters, helps parents to support their children's learning at home.

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

Children's well-being is supported well. Staff are good role models who take every opportunity to promote positive behaviour. A flexible settling-in process helps children to form close bonds with their key person. Parents report that the staff take steps that exceed their expectations in helping their children to be emotionally secure. Children enjoy responsibility, for example, they select their name cards at registration; they serve their own snacks and drinks, and readily help tidy away resources. Children's good health is further promoted through their regular fresh air and physical exercise opportunities throughout the day. Overall, staff make effective use of the resources available to encourage children to be motivated learners. However, they do not fully embrace the learning potential of the outdoor area. Nonetheless, children develop many good skills they will need for the future in their play experiences and in preparation for school.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment, induction and reflective practice are robust. Staff receive ongoing support through regular appraisals, helping management to identify any training needs and areas for improvement. In addition, new systems to observe staff help to ensure teaching is monitored, and aspects for staff's professional development in the future are identified. Good practice is shared. Regular staff meetings enable the team to discuss the relevant support they need to fulfil their roles and promote children's interests. All staff are keenly supported to obtain relevant qualifications in early years. This has had a significant impact on the overall quality of teaching and learning and means children benefit from a continually improving provision. Relationships with the parents, local schools and other professionals are effective.

Setting details

Unique reference number	EY345354
Local authority	Hampshire
Inspection number	827550
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Fiona Johnston & Patricia Johnston Partnership
Date of previous inspection	1 March 2011
Telephone number	077680 26189

Tadley Under Fives registered in 2006. It operates from the community centre in Tadley and is open each week day from 9am to 3pm, term time only. The pre-school employs six members of staff, including the supervisors. Four staff hold an early years qualification up to level 3. One of the supervisors has a level 4 qualification. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

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