

Stower Vale Pre-School

Stower Vale Pre-School, Woodville, Gillingham, Dorset, SP8 5LX



Inspection date 13 October 2015
Previous inspection date 13 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Management and staff promote successful parent partnerships. Information is shared well with parents; they are fully informed about their children's progress. Parents are very complimentary of the setting.
- Staff provide a welcoming and stimulating environment. Children independently access a broad range of easily accessible resources that promote learning, offer challenge and develop problem-solving skills.
- Staff support children who are new to the setting well. As a result, children soon settle. They gain independence and self-confidence, and develop secure relationships with staff.
- Children move smoothly on to school through a secure relationship with the host school. This prepares children well for their next stage in learning.

It is not yet outstanding because:

- Staff do not always make the most of some activities, such as large group times, to engage and interest all children to promote further learning. At times, some children become restless and unsettled.
- Children do not have many opportunities to access technology to support their learning.

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 all activities to consistently encourage the less confident and younger children to participate to promote their confidence and help them to fulfil their potential
- provide more opportunities for children to develop their understanding of technology.

Inspection activities

- The inspector observed staff and their interactions with children during play and learning activities, and viewed the play areas and resources.
- The inspector held discussions with the manager 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, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the signs that might give them concern for a child's welfare and how to report these. Management uses effective induction and supervision systems to ensure staff have a secure understanding about their roles and responsibilities. The qualified staff team attends regular training to update their skills to benefit children. For instance, as a result of recent training they have provided more opportunities to extend children's physical development. Management effectively monitors the progress children make to identify any gaps in learning and seek any additional support children need. Self-evaluation takes into account the views of staff, parents and children to target areas for improvement. For example, current plans include improving the role play area to include more everyday items and materials to promote further children's imaginative play.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. The well-qualified staff have a thorough understanding of how children learn. They effectively promote children's language well as they interact in their play. Children develop good listening skills through activities such as identifying sounds and copying rhythms with musical instruments. They develop a good understanding of numeracy, for example, as they count the number of conkers into pans. Children solve practical problems involving size, space and shape, such as considering the right sized pans to fit inside the oven in the mud kitchen. Assessment of children's progress has improved since the last inspection. Staff identify children's next steps in learning and use this information to plan future learning opportunities.

Personal development, behaviour and welfare are good

Children are well mannered, polite and behave well. Staff manage children's behaviour well, for instance, they gently remind them of the rules of the setting. Children benefit significantly from being able to move freely throughout the setting, making independent choices in their play. They develop independence, for example, as they confidently serve themselves from the cafe-style snack. Children develop an understanding of healthy lifestyles. They enjoy a wide selection of fresh fruits and benefit from lots of fresh air and exercise in the outdoor learning environment. Children were enthusiastic when they discovered bugs and other creatures in the garden. They showed consideration and thoughtfulness as they made suggestions of how not to frighten the creatures they found.

Outcomes for children are good

All children, including those who need additional support, make good progress in their learning. Children are eager to learn and show curiosity as they explore the stimulating environment. Children gain the skills they need to help prepare them for school.

Setting details

Unique reference number	139377
Local authority	Dorset
Inspection number	825722
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	21
Number of children on roll	23
Name of provider	Stower Vale Pre-School Committee
Date of previous inspection	13 May 2009
Telephone number	01747 839942

Stower Vale Pre-School registered in 1993. The pre-school operates from premises situated in the school grounds of Stower Provost Community School in Woodville, near Gillingham, Dorset. The pre-school opens Monday to Friday from 9am until 3pm during school term times. The pre-school has links with the Early Years Foundation Stage provision in the adjacent primary school and with a parent and toddler group that meets one afternoon per week in the school. The pre-school is in receipt of funding for the provision of free early years education for children aged two, three and four years. The pre-school employs four members of staff, all of whom hold relevant early years qualifications; one at level 4 and three at level 3.

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