

Hanham Toddlers Pre-School

Methodist Church, Chapel Road, Hanham, Bristol, BS15 8SD



Inspection date

19 October 2015

Previous inspection date

6 June 2011

| 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

- Staff provide children with a wide range of experiences which interest, challenge and motivate them. As a result, children make good progress from their individual starting points and are well prepared for the next stage in their learning.
- Managers and staff are good role models, which contributes to children's good behaviour. They support individual children well, enabling them to take turns, be kind and respect each other's differences.
- Children are highly confident. They are learning how to challenge themselves and identify the different ways they can keep themselves safe when taking part in a wide range of activities.
- Managers and staff build strong partnerships with parents. They work closely together to ensure that information is shared about children's learning and development. They support parents with ideas of how to continue their children's learning at home.
- Leadership is strong. Managers have addressed the previous recommendations raised during the last inspection. They make good use of self-evaluation to build upon their good practice and ensure that children continue to benefit from improvements made at the setting.

It is not yet outstanding because:

- Managers and staff do not always give children enough time to process information and respond to questions.
- Managers and staff occasionally carry out tasks for children that they can do for themselves.

What the setting needs to do to improve further

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

- place more emphasis on allowing children enough time to respond and answer questions asked by staff during activities
- offer children further opportunities to gain independence and carry out more age-appropriate tasks for themselves.

Inspection activities

- The inspector observed activities throughout the pre-school and outdoor area.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the pre-school manager.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have attended safeguarding training. They fully understand the procedures to follow should they have any concerns about a child's welfare. Safeguarding is effective. Staff have regular team meetings, supervision and appraisal sessions with the management team. Together they use these opportunities to reflect on the quality of their teaching. Managers monitor and track children's development, and have an overview of each child's progress. This helps to ensure any gaps in learning are quickly identified. Managers and staff are well qualified and regularly attend training, for example, that focuses on improving outcomes for children. Consequently, children make good progress for their age and stage of development. Staff have established secure links with local schools, other settings and external agencies, sharing information to make sure children receive continuity in their learning.

Quality of teaching, learning and assessment is good

Managers and staff undertake regular, accurate assessments of children's progress, which enable them to plan for the next stage in their learning. As a result, activities reflect children's interests. Overall, staff support children's communication and language skills well. For example, they ask purposeful questions as they read favourite stories about a witch and her broom. This captures children's interest and supports them in developing their speaking and listening skills. Staff provide a variety of craft activities. For example, children explore and successfully mix colours as they paint. This contributes towards children developing their creativity. Children develop a keen interest in technology and concentrate well as they work through simple programs on the computer tablets.

Personal development, behaviour and welfare are good

Children develop secure attachments to their key person, effectively supporting their emotional well-being, self-esteem and confidence. They enjoy opportunities to be active and eat healthy snacks to promote their good health. Children access outside activities daily. They dig in the mud to make 'mud shakes' and their knowledge of the natural world is encouraged, for example by planting bulbs and growing their own vegetables and flowers. Children develop their physical skills and learn to become curious and active learners. They understand diversity and celebrate cultural and religious events, such as Diwali. In addition, they learn to understand the community in which they live, for example, by taking walks in their local environment.

Outcomes for children are good

Children engage in activities that help to support their understanding of mathematics. They count confidently, and recognise and use numbers during their play with increasing accuracy. Consequently, outcomes for children are good.

Setting details

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|------------------------------------|--------------------------------------|
| Unique reference number | 136001 |
| Local authority | South Gloucestershire |
| Inspection number | 825615 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 70 |
| Number of children on roll | 137 |
| Name of provider | Hanham Toddlers Pre School Committee |
| Date of previous inspection | 6 June 2011 |
| Telephone number | 0117 9082406 |

Hanham Toddlers Pre-School registered in 1960. The pre-school is located in Hanham, South Gloucestershire. It is open on Monday, Tuesday and Thursday from 9am to 2pm and on Wednesday and Friday from 9am to 11.30am, during school terms only. The pre-school receives funding for free early years education for children aged two, three and four years. There are 24 staff who work directly with the children. Of these, 21 hold appropriate early years qualifications, including the manager. Three staff members are currently on training schemes to gain appropriate qualifications.

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