

# Bushy Tails Pre-School

Springwood Avenue, Waterlooville, Hampshire, PO7 8ED



## Inspection date

9 December 2015

Previous inspection date

14 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Managers and staff plan effectively for individual children's needs and teaching is good.
- Children are motivated and excited to learn from the extensive variety of interesting resources and activities. Staff undergo regular training and attend many relevant courses. They share the information gained and use it to improve their practice and the service provided.
- Staff are good role models for the children. They positively promote the use of good manners, sharing and being kind to others.
- Children are happy, settled and content. They make good progress in relation to their starting points.

### It is not yet outstanding because:

- Parents do not always have the opportunity to be involved in their children's learning.
- Children do not learn enough about different people and communities.
- Children are not always able to move freely because the floor becomes cluttered.

## What the setting needs to do to improve further

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

- provide further opportunities for parents to be involved in their children's learning
- extend opportunities for children to learn about different people and communities during their daily activities
- ensure that the floor is kept free from hazards to allow children to move freely.

### Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed children's indoor and outdoor play, as well as their snack, lunch and hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, and a range of policies and procedures.

### Inspector

Lauren Ferreira

## Inspection findings

### Effectiveness of the leadership and management is good

The manager regularly monitors and assesses staff performance. She has high expectations and effectively checks the quality of the service provided. The manager takes into consideration the views of parents and children when identifying areas for change and improvement. Staff work in close partnership with parents and other professionals to provide continuity of learning and care. There is a well-established two-way flow of communication. Safeguarding is effective. Staff have a clear understanding of the importance of keeping children safe and know the procedures to follow should they have any concerns about a child's well-being.

### Quality of teaching, learning and assessment is good

Staff interact very well with children and question them effectively to promote their learning and understanding. Children access quality learning experiences outdoors, and enjoy exploring their environment. Staff actively promote children's early mathematical and literacy skills, and use other effective strategies to support children's move to school. Staff have close links with staff at the local school. Children learn to be independent; for example, they butter their toast and put on their coats independently. Staff regularly monitor children's learning and development. They quickly identify any additional needs and seek the relevant support as needed. Staff provide good support for children learning English as an additional language; the children make steady progress.

### Personal development, behaviour and welfare are good

Children are happy, settled and confident. They share close relationships with all staff. Children happily engage with each other. They are eager and motivated to learn and join in with all activities. Children learn to share effectively. For example, they use sand timers to monitor turn taking. Children learn about the importance of healthy lifestyles; for example, staff talk to children about eating healthy food and they discuss where certain foods come from. Children are confident to take risks relevant to their age and ability. Staff are aware of children's patterns of attendance and approach parents to support them with this. Staff ensure that children's safety is consistently maintained by effectively risk assessing the environment.

### Outcomes for children are good

Children develop the skills needed for their move to school. They make good progress in relation to their starting points and they are well prepared for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	110330
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839695
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Bushytails Pre-school Committee
<b>Date of previous inspection</b>	14 July 2010
<b>Telephone number</b>	023 92 263038

Bushy Tails Pre-School registered in 1997. It is situated in Waterlooville, Hampshire. The pre-school opens five days a week, during term time only. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. There are eight members of staff; of these, seven have relevant childcare qualifications at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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.

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