

# Waltham Chase Pre-School



Village Hall, Winchester Road, Waltham Chase, Southampton, Hampshire, SO32 2LX

<b>Inspection date</b>	18 January 2016
Previous inspection date	25 May 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

- The pre-school is managed well. The committee and manager work with staff to evaluate the provision effectively. They seek the views of children and parents as part of their evaluation. Since the last inspection they have improved the outdoor area. Children enjoy good physical challenge, fresh air and exercise.
- The quality of teaching is good and children make good progress overall in their learning and development.
- Staff know children and their families well and use what they know to support children's personal, social and emotional development effectively.
- Children are very independent, confident communicators and they behave well. They are well prepared for school.

### It is not yet outstanding because:

- The manager does not ensure that children have a good mix of adult-led and child-initiated activities to enhance their all-round learning and development.
- Children are not actively helped to understand the importance of healthy eating.

## What the setting needs to do to improve further

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

- create a good balance of activities led by children and activities led or guided by adults to enhance their development and prepare them for more formal learning
- explore further ways to help children to learn the importance of healthy eating.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector sampled children's assessment records, planning documentation, policies and procedures, including safeguarding procedures.
- The inspector spoke with the manager, staff, children and committee members at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Helen Harper

## Inspection findings

### Effectiveness of the leadership and management is good

The committee, manager and staff work hard to provide good quality provision and are continuously looking for ways to improve outcomes for children. The manager implements robust procedures to monitor the suitability and work of staff and volunteers. Staff are supported to access training to further develop their knowledge and skills. Safeguarding is effective. Staff know how to recognise and respond to concerns about children's welfare. Good partnership working takes place. Parents praise the introduction of an electronic programme that keeps them informed of their children's progress and enables them to share what children are doing at home. Partnerships with providers and schools are established and effectively support children's progress and help them as they prepare to move on to school.

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

Staff use good quality observations and information from parents to help make accurate assessments of children's learning. They use their knowledge of where children are in their learning to support children's freely chosen play. Staff and volunteers use their good teaching skills to challenge children's thinking and extend their ideas. Children make good progress in their development and have an enthusiastic approach to learning. Children thoroughly enjoy listening to stories and enthusiastically relate them to their own experiences; for example, children enjoyed talking about their grandmas. The children are confident communicators who participate well in conversation. Children enjoy outdoor play opportunities. They develop a good range of physical skills. They like to climb and learn to pedal wheeled toys. They gain understanding of the world, for example, as they monitor rainfall and the growth of bulbs and shrubs they have planted.

### Personal development, behaviour and welfare are good

The pre-school is a welcoming place where children have fun and enjoy exploring together. Children learn to understand the needs of others. Staff are attentive to children's needs. They interact with children in a calm and gentle manner. Children develop their independence and learn to look after the toys. They help to tidy up the play spaces with enthusiasm. Children confidently explore the environment knowing that they have the support of caring adults close by. Staff provide any necessary reassurance quickly. Children learn to take appropriate risks during their play and staff are on hand to support them, for example, developing their confidence to slide down the 'fireman's pole'.

### Outcomes for children are good

Children make good progress towards the early learning goals. They are well prepared for the next stage of their learning. They are confident and independent.

## Setting details

<b>Unique reference number</b>	109969
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839655
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Waltham Chase Pre-School Committee
<b>Date of previous inspection</b>	25 May 2010
<b>Telephone number</b>	01489 895379

Waltham Chase Pre-School registered in 1991 and operates from the village hall in Waltham Chase, Hampshire. The group operates term time only from 8.30am to 3pm on Monday, Wednesday, Thursday and Friday and from 8.30am to 1pm on Tuesday. The nursery provides funded early education for children aged two, three and four years. There are five members of staff who work with the children; of these, four hold appropriate childcare qualifications at level 2 and above.

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