

Applemore Pre-school and Holiday Activities.

Claypits Lane, Dibden, Southampton, Hampshire, SO45 5TN



Inspection date

21 April 2016

Previous inspection date

8 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children make good progress. Staff seek professional advice and vary their teaching methods to help all children make developmental progress. All children make good progress from their starting points.
- Children have very good opportunities to develop their physical skills and use their energy in the natural light and fresh air. For example, they enjoy the freedom to safely run, climb, and use the bikes in the large outdoor area.
- Staff support children's learning well. For example, they encourage them to recall events and talk about their families. This encourages children's language development and social skills.
- Self-evaluation is thorough and includes the views of all those who are involved in the setting, including professionals, parents and children. This leads to well-informed development plans for continuous improvement.
- Children behave well and staff manage unacceptable behaviour in a calm and patient way.

It is not yet outstanding because:

- Staff do not always ensure that children can easily access resources that support their learning about the natural world.
- Staff do not always promote opportunities for the older or more able children to be self-reliant, responsible and independent.

What the setting needs to do to improve further

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

- improve children's access to resources that support their learning and extend their interest in the natural world
- develop more opportunities for the older or more able children to be more independent and responsible within the setting, to further enhance their skills in preparation for school.

Inspection activities

- The inspector toured the premises and viewed resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager and observed an activity with the manager.
- The inspector discussed the setting with parents.
- The inspector discussed self-evaluation with the manager.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff work effectively to provide a continually improving setting. Staff benefit from regular staff meetings and individual meetings with the manager to discuss their work and professional development. Managers encourage staff to develop their knowledge and support them to obtain relevant qualifications. This helps to improve teaching practice and children's learning experiences. Safeguarding is effective. The manager and staff are confident in the procedures to follow if they have concerns about a child's welfare. They ensure the premises are safe and know what action to take if children do not attend. Staff work well with parents and professionals to provide consistent care and education for children. Managers carefully monitor children's progress to identify and tackle any gaps in their learning.

Quality of teaching, learning and assessment is good

Good care is taken to understand individual children's skills and needs when they join the setting. Staff talk and listen to children attentively, and extend their interests indoors and in the large garden. The familiar routine to the day provides the children with good opportunities to explore and develop their own play ideas, and make choices. This is complemented by planned activities with their key person. Careful observation and assessment of children's progress inform the plans and the play experiences that staff provide. Children are active learners. They listen attentively to stories, independently use craft materials to make cards for family members, develop early writing skills and build with construction toys. They also match, sort and count as they play and show an increasing awareness of number and size.

Personal development, behaviour and welfare are good

Staff communicate effectively with parents from the start to find out about each child. They then take account of the needs of the child and parents, which helps children to settle confidently. Staff successfully promote children's awareness of good hygiene and healthy eating. For example, they talk with children about cleaning their teeth, washing their hands, and what effect exercise has on the body. Staff fully support children's emotional well-being. For example, they praise them for their efforts, encourage them to be kind to others and increase their awareness of feelings.

Outcomes for children are good

Children show good physical skills and develop their abilities to cooperate with others. For example, they call to each other to help as they climb and play football. Children are confident to ask questions, recall events and explore all that is on offer. They develop the skills they need in preparation for the next stage in their learning and school.

Setting details

Unique reference number	109831
Local authority	Hampshire
Inspection number	1028509
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	39
Name of provider	NEW FOREST DISTRICT COUNCIL
Date of previous inspection	8 May 2013
Telephone number	023 80423352

Applemore Pre-school is situated in the Applemore Leisure Centre in the village of Hythe, Hampshire. It was registered in 1990. It is open on Monday, Tuesday, Wednesday and Friday from 9am to midday and on Thursday from 9am to 3pm during term time. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff. Two staff members have early years foundation degrees, three have qualifications at level 3, and two have qualifications at level 2.

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