

# Velmore Preschool

Belmont Hall, Belmont Road, Chandler's Ford, Eastleigh, Hampshire, SO53 3EU



## Inspection date

19 May 2016

Previous inspection date

6 June 2013

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

- Staff use their good knowledge of how children learn to plan activities that support children's development well and prepare them for the next stage in their learning. Children make good progress from their starting points.
- The manager works effectively with the staff to make continual improvements. She has a strong drive to move forward. Since the last inspection, they have made many changes, such as developing a wider variety of learning experiences outdoors, which benefit the children.
- Partnerships with parents are strong. Staff use a variety of successful approaches, such as 'sharing books' to involve all parents in their children's learning.
- Children enjoy plenty of outdoor learning opportunities, such as growing their own produce with staff. They learn about the natural world and understand where healthy food comes from.

### It is not yet outstanding because:

- Staff do not always ask questions which challenge children's thinking, to develop their skills in solving problems and extend their investigation and curiosity further.
- Overall, staff receive good support from the manager in their professional development. However, the manager is not always fully aware of staff's teaching skills and areas where they would benefit from specific training, to extend their teaching even further.

## What the setting needs to do to improve further

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

- provide more encouragement for children to solve problems and develop their thinking skills
- strengthen the support staff receive to develop their teaching skills even further.

### Inspection activities

- The inspector observed staff interacting with the children.
- The inspector took account of the views of children, parents and staff spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, and looked at a range of policies and procedures.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of child protection matters and implement all policies and procedures to help them keep children safe from harm. Effective self-evaluation takes account of the views of parents and children, and identifies strengths and areas for further improvement. The manager supports staff well to keep their knowledge and skills up to date with regard to welfare requirements and child development. This has led them to review the environment, so that younger children can access resources easily and improve their independence. The manager and staff monitor children's progress well to identify any gaps in their learning. They work with other professionals effectively to support children who need extra help, enabling all children to reach their full potential.

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

Staff support children well during adult-led groups to develop children's communication skills with adults and each other. They effectively encourage children to talk about their day, for example at snack time, sharing their thoughts and ideas. Staff provide plenty of opportunities for children to develop their early writing skills, such as using large chalks outside. They make story times interesting, helping children to gain good early literacy skills in preparation for starting school. Monitoring and assessment of children's learning is effective. Staff use valuable information from parents to support children's ongoing achievements. There are good links with local schools and other providers to ensure a consistent approach to children's care and learning.

### Personal development, behaviour and welfare are good

Children benefit from a rich and stimulating environment. Staff provide interesting activities to develop children's interests and motivate them. For example, children are captivated to see what happens when they mix different coloured liquids together. Staff successfully support children to understand how to behave well. For example, they use visual aids, which help children learn to wait until it is their turn for a snack. Children follow good hygiene routines and understand the pre-school's rules, to help keep themselves and others safe, supporting their good understanding of potential risks.

### Outcomes for children are good

Children develop strong emotional bonds with staff and others. They have high confidence and good independence skills. Children develop secure mathematical skills. For example, they measure ingredients to make play dough. They behave very well, sharing, taking turns and respecting others. Children learn the key skills they need for moving on to school.

## Setting details

<b>Unique reference number</b>	EY456954
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1028376
<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 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Velmore Preschool Limited
<b>Registered person unique reference number</b>	RP532220
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	07796497771

Velmore Preschool registered in 2013. It operates from Belmont Hall in the Chandlers Ford area of Hampshire. It is open each weekday from 9.15am to 3.30pm during school term times. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs six members of staff, one of whom holds a level 4 qualification in childcare. Three members of staff hold level 3 qualifications, one has a level 2 qualification and one is unqualified.

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