

# Springbourne Community Pre-School

Springbourne Family Centre, 83 Walpole Road, Bournemouth, BH1 4HB



## Inspection date

6 June 2016

## Previous inspection date

2 July 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 are very happy and keen to learn. They explore and investigate the wide range of activities that staff prepare for them. They have many opportunities to make choices in their learning, such as having easy access to a wide range of resources.
- The quality of teaching is good. Staff extend children's learning through very good use of discussion, which increases children's language skills and understanding well. All children make good progress based on their starting points.
- Managers and staff demonstrate a strong commitment to improvement. Professional development is a priority, and frequent evaluation, and opportunities to reflect on practice help staff to continuously identify and make improvements.
- Children form strong bonds with staff, which helps them feel safe and settle well. They develop good social skills, helping them learn to work together harmoniously.

### It is not yet outstanding because:

- Occasionally, planned activities are not sufficiently well thought through, to ensure that all children can fully achieve what they want.
- Staff sometimes miss opportunities to involve children in practising their early writing skills as they are playing.

## What the setting needs to do to improve further

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

- make sure appropriate materials and resources are provided during planned activities to enable children to succeed
- provide more opportunities for children to practise their early writing during their play and activities.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager and nominated person.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children, and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

### Inspector

Samantha Powis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to keep children safe. They attend safeguarding training and know what to do if a child is at risk of harm. The manager has made many improvements to the setting since the previous inspection. For example, changes in observation and assessment procedures and more training for staff have improved the quality of teaching and children's learning. Staff seek feedback from parents and children to help identify and make improvements, such as through the children's committee. Parents are involved well in children's learning. They receive detailed information about the progress children make and have frequent opportunities to come into the pre-school to share information with staff. The manager works well with other professionals involved in children's care and learning. Funding is used well to help identify and narrow gaps in children's learning.

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

Staff provide children with a wide range of enjoyable learning experiences to build on their existing skills and help them make good progress. Staff show a real interest in what children are doing and what they have to say. This gives children confidence to try things out for themselves. For example, when the playdough is too sticky, they experiment with adding more flour to change the consistency. Staff understand children's interests and learning needs well and reflect these in the activities they provide. Staff make good use of the garden area to support all aspects of children's learning and extend their interest in nature. For example, as children discover bugs and insects as they dig, staff teach them how they can use books and technology to learn more about these creatures.

### Personal development, behaviour and welfare are good

Staff provide good support for children's emotional well-being and meet their physical needs well. Procedures, such as visits to children in their own home prior to them starting, help staff to know children well. Children settle quickly and feel valued and secure. Staff respect children's differences, for example, frequently using children's home languages during activities. Snack time encourages children to gain independence and learn about healthy eating and good hygiene. Staff follow effective procedures to promote children's health. They teach children effectively about how to keep themselves safe.

### Outcomes for children are good

Children gain skills that prepare them well for the next stage in their learning. They have confident communication skills and are keen to experiment and explore. For example, they enthusiastically discuss and try out methods to melt the ice and release the toy mini beasts that are hidden inside. Their personal independence is supported well. Children are polite and learn to share and take turns, helping them to form good relationships.

## Setting details

<b>Unique reference number</b>	EY457071
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	1028721
<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>	20
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Springbourne Family Centre
<b>Registered person unique reference number</b>	RP529308
<b>Date of previous inspection</b>	2 July 2013
<b>Telephone number</b>	01202 399 997

Springbourne Community Pre-School is run by a registered charity and registered in 2012. It operates from Springbourne Family Centre in Boscombe, Dorset. The pre-school operates Monday to Friday from 9am until 12pm during term time only. The pre-school receives funding for free early education for children aged two, three and four years. A team of four staff work with the children; of these, three hold relevant early years qualifications at level 2 and 3, and one member of staff is currently on a training programme.

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