

# Alverstoke Pre-School

Bury House, Bury Road, Gosport, Hampshire, PO12 3PX



<b>Inspection date</b>	14 June 2016
Previous inspection date	10 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

- The managers evaluate practice very well. They make changes that have an effective impact on children's learning and development. For example, they identified a weakness in how they find out about children's starting points, put an action plan in place to address this, and now accurately gather and use this detail to track children's progress more effectively.
- Staff communicate effectively with parents, so they are aware of their children's progress. They talk to parents about children's learning aims and encourage them to work with children at home. This helps to provide children with consistent learning experiences.
- Children receive good support in their physical development. Since the last inspection, staff ensure that children use a range of challenging play equipment and they encourage them to move in different ways. They help children to understand why they need to exercise and how they can keep their bodies healthy.
- Children receive good support for their move on to school. For example, staff familiarise them with activities that they will take part in and discuss what they will wear.

### It is not yet outstanding because:

- Staff do not always remind children of boundaries and encourage them to consider how their behaviour might affect others.
- Staff do not consistently encourage children to think things through for themselves.

## What the setting needs to do to improve further

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

- help children learn more consistently about the boundaries and encourage them to think about how their behaviour affects others
- develop staff skills further to encourage children to think more for themselves.

### Inspection activities

- The inspector spoke to parents and children to gain their views about the pre-school.
- The inspector carried out a joint observation with the manager and discussed their findings.
- The inspector observed children and staff playing.
- The inspector viewed policies and discussed child protection procedures with the manager.
- The inspector read the self-evaluation document and talked to the manager about how they reflect on practice.

### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, the managers have worked hard to make improvements. They monitor children's progress effectively to make sure that all children access a broad curriculum. Staff work well to ensure those children working below expected levels receive prompt support to achieve well. Staff have developed strong partnerships with outside agencies to help them to positively support children's development. Safeguarding is effective. The manager and staff have a good knowledge of child protection issues. They are clear about how to report a concern to help them keep children safe. The manager communicates very well with staff and works closely with them to develop their skills. She carefully monitors staff training to ensure it has a positive effect on practice. For example, training has made staff clearer about how to challenge children's learning and move them on in their development.

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

Staff use children's interests effectively to plan activities that children find exciting and that focus on what they need to learn next. Staff know the children very well and make good observations to help them accurately assess and track children's progress. Staff teach children a range of skills, and support children well to be imaginative. For example, they provided good role play opportunities for children to 'work' in a 'hospital' and look after patients. Children acted out their roles as nurses and doctors, clearly explaining how they were caring for their patients. Staff support children's early mathematical skills well. They skilfully tailor their teaching to the ages and abilities of the children involved, engaging them effectively in counting and recognising numerals.

### Personal development, behaviour and welfare are good

Children have good relationships with staff. They are keen to talk to staff about how they can help them to complete new tasks. Children settle very well and are confident to leave their parents at the start of each session. Children have good self-motivation and independently select resources of their choice to support their play. For example, children accessed craft drawers and chose a range of materials to complete their collages. Children learn well about other cultures and have a good understanding of different lifestyles.

### Outcomes for children are good

Children develop the key skills they need to support their future learning. For example, many can write recognisable letters and complete age-appropriate computer programs. Children of all abilities, including those in receipt of additional funding, make very good progress from their starting points. Children look forward to their move to school and talk about what they will do when they are there.

## Setting details

<b>Unique reference number</b>	109780
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1028387
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Alverstoke Pre School Committee
<b>Registered person unique reference number</b>	RP517921
<b>Date of previous inspection</b>	10 June 2013
<b>Telephone number</b>	02392 526247

Alverstoke Pre-School is managed by a committee and registered in 1993. It operates from a large room in a community building in Gosport, Hampshire. The pre-school is open Monday to Friday, from 9am to 3.30pm, term time only. It receives funding to provide free early education for children aged two, three and four years. The pre-school employs 10 members of staff to work with children. One member of staff has a qualification at level 5, two members of staff are qualified to level 4, five staff hold a qualification at level 3, and two members of staff have a qualification at level 2.

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