

Bees Knees (Boldre) Pre-School



Boldre Memorial Hall, Pilley Street, Pilley, Lymington, Hampshire SO41 5QG

Inspection date

5 July 2016

Previous inspection date

9 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely well cared for in this nurturing and safe environment. This gives them the confidence to explore and investigate all that is on offer at the pre-school. They arrive keen to play and learn.
- The manager is well qualified and capable. She has a good understanding of both the learning and development requirements of the early years foundation stage and the requirements to safeguard children's welfare.
- Parents value the pre-school highly. Information sharing is good. They know how their children's development is progressing and what they need to learn next.
- The manager and staff ensure that children are well prepared for their move to school. Transition arrangements are good. Information to support children's learning and development is shared effectively between the pre-school and other settings and schools.
- Most children are working at levels typical for their age and some are exceeding this. Those that need more help are making good progress. Children for whom English is an additional language are well supported.

It is not yet outstanding because:

- The quality of teaching, although strong, is not yet inspirational.
- The pre-school does not make the best use of information it holds about groups of children to ensure the best possible outcomes for all, including those at risk of under-achievement.

What the setting needs to do to improve further

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

- continue to develop staff's teaching skills to ensure teaching is consistently of a very high standard
- make best use of the data held by the pre-school to ensure that all groups of children are achieving well and any gaps in outcomes for vulnerable groups of children are closing.

Inspection activities

- The inspector spoke to parents and took their views into account.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector spoke to staff and children at suitable times throughout the session.
- The inspector sampled the pre-school's documentation, such as staff suitability checks, books of children's learning, development plans and supervision records.
- The inspector held a meeting with the pre-school manager to discuss how the setting is organised.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The new manager is respected by staff who feel she has made a real difference since her appointment this year. She has taken swift and effective action to address the areas for development identified at the last inspection. She is highly ambitious for the pre-school and has high expectations of herself, the staff and the children. There is a positive can-do attitude to overcoming any challenges. The staff team work well together and place the children's best interests at the centre of all their work. Appropriate plans are in place to develop the quality of teaching further. These are based on the manager's sound understanding of how children learn. Safeguarding is effective. Staff understand their duty to protect children. Regular staff meetings ensure that all new information, such as changes in government requirements, is shared. This keeps staff up-to-date in their knowledge. All members of staff know how to report any concerns.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff interact with the children well. Snack time and small group work are used to ensure there is a strong focus on developing children's communication and language skills. Staff are interested in the children's play and ask the children open-ended questions to encourage them to think. They introduce new words to extend children's vocabulary. They demonstrate how to do things, such as rolling the hot dough in flour to cool it down. When children are engrossed in an activity, or playing cooperatively in small groups, staff do not intervene unnecessarily. This allows the children the space and time they need to fully explore the resources.

Personal development, behaviour and welfare are outstanding

Children are safe and secure in this highly inclusive, welcoming pre-school. The staff know the children and their families very well; they are highly attentive to children's individual needs. The empathetic staff encourage the children to talk about things that matter to them, such as a visit to a new school on the morning of the inspection. Good role-modelling by staff, who speak calmly and caringly, teaches the children that they are valued and respected. This encourages children to share their thoughts and views because they know they are listened to. They are encouraged to have a go, for example, when stirring playdough or leaping across the stepping stones. The staff praise their efforts and achievements warmly. This ensures children develop high levels of confidence, resilience and a real love of learning in readiness for school.

Outcomes for children are good

Children settle quickly and are engaged in purposeful play throughout the session. They enjoy the good range of resources available outside and use their imaginations well. For example, one child spends a long time mixing sand and water together. He uses this as cement for his bricks while pretending to be a builder. Children have good opportunities to develop their physical skills whether scoring goals or using jumbo chinks to make marks on the patio. Most notably, children behave exceptionally well. They are polite and friendly. Children are learning to be independent, for example, when putting on their boots. During story time they all sit companionably together and concentrate well.

Setting details

Unique reference number	110064
Local authority	Hampshire
Inspection number	1037423
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	21
Name of provider	Bees Knees Boldre Playgroup Committee
Date of previous inspection	9 July 2015
Telephone number	07554184478

Bees Knees Boldre Pre-School is a community group managed by a voluntary committee of parents. It registered in 1992 and operates from the Boldre Memorial Hall, in Pilley near Lymington. Funding is accepted for the provision of free early education for children aged two, three and four years. It is open each weekday, during school term times, from 8.45am to 12.15pm, with some children staying until 1.15pm for a lunch club. The pre-school employs five members of staff to work with the children, all of whom have appropriate qualifications. The manager is a qualified teacher.

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