

Fernlea Pre-School

Fernhill School & Language College, Neville Duke Road, Farnborough, Hampshire,
GU14 9BY



Inspection date

7 December 2016

Previous inspection date

26 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager and her experienced staff use their child protection training, policies and procedures effectively. They are quick to work with the appropriate agencies where they have concerns about a child's protection, safety, health or welfare.
- Trusting and respectful partnership working with parents has a positive impact on children's welfare and learning. Children are very happy and parents are kept well informed of children's progress.
- Children make good progress in their learning from their starting points. New systems of assessment and planning help staff to maintain good standards.
- Children's individual physical needs are particularly well met. For example, staff offer additional breakfast, cooking and gardening clubs to extend children's understanding of how to take care of themselves through healthy eating and physical fitness.
- The strong community ethos draws parents, staff and other local providers together to prepare children well for their moves to school.

It is not yet outstanding because:

- The manager does not ensure that the indoor environment fully supports the good quality of additional speech and language teaching that staff are capable of delivering.
- At times, the youngest children disturb the oldest children's concentration and learning as they engage in their activities.

What the setting needs to do to improve further

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

- evaluate the different options available to ensure the highest levels of achievement in speaking and literacy skills for children
- ensure that the oldest children can concentrate fully on their learning.

Inspection activities

- The inspector observed care routines and teaching, and the effect of these on children's development and learning.
- The inspector viewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the provider.
- The inspector looked at children's records and discussed the manager's planning and evaluation of activities, and how she exchanges information with parents.
- The inspector talked with parents.
- The inspector undertook a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff are suitable and skilled to nurture and support children. For instance, she follows stringent guidance on staff recruitment, and carefully keeps staff up to date in their safeguarding knowledge through regular coaching and appraisals. The manager is very successful in using thorough self-evaluation to continue to improve the pre-school's service. For example, new ways of monitoring children's progress are effective in raising outcomes for many children.

Quality of teaching, learning and assessment is good

Experienced, well-trained and caring staff are good at developing children's imagination and extending their interest in learning. For example, they build on children's fascination with hospitals and x-rays by modelling questions for the doctor and wondering out loud about the possible treatments that might help. Children practise the phrases they have just heard as they pretend to give their parents an update by 'phone' and ask for their permission to give medicine. Staff quickly get to know each child well. For instance, they observe, share and record their progress on entry, and work together towards the next steps in children's learning. Managers and staff keep a close eye on the rate of children's progress to check that additional teaching and help raises children's achievements effectively.

Personal development, behaviour and welfare are good

The lead member of staff for two-year-old children and the team of skilled, kind, responsive staff ensure that all children feel safe, secure and settled in their nurturing environment. Staff put experiences in place which develop children's confidence in their own abilities and their motivation to investigate new things. For example, they carefully risk assess and supervise children as they move safely around the enticing outdoor play areas. Children develop their physical skills well, such as when they learn to climb and dig through exploring different surfaces, apparatus and natural environments. Staff have consistently high expectations of children's behaviour and encourage children to understand and adopt respectful attitudes towards each other.

Outcomes for children are good

Children make good or better progress in acquiring the learning and skills they need for school. For example, the oldest children listen attentively to stories. They ask questions, begin to predict what might happen and develop these ideas further in their play. Children behave well for their ages; for example, as they share tools to ensure the rocket they have built together is well equipped to bring them home from their trip to the moon. Children are emotionally ready for change. They gain confidence and independence in using the person skills that they need for school.

Setting details

Unique reference number	EY462960
Local authority	Hampshire
Inspection number	1063531
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	67
Name of registered person	Fernlea Community Pre-School
Registered person unique reference number	RP532621
Date of previous inspection	26 November 2013
Telephone number	01276 36836

Fernlea Community Pre-School opened in 1968 and re-registered as a company limited by guarantee with charitable status in 2013. It operates from a designated building on the site of Fernhill Comprehensive School in Farnborough, Hampshire. The pre-school opens five days a week during term time. Sessions operate from 8.30am to 11.30am and from 12.30pm to 3.30pm. Staff also offer daily breakfast and lunch clubs, and after-school activities are available on two afternoons each week. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are eight staff, all of whom hold appropriate qualifications at level 3 or level 4. The pre-school also employs a kitchen assistant and a cleaner.

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