

# Popley Explorers Pre-school



C/O Bermuda Community Association, 40-44 Bermuda Close, Popley, Basingstoke, RG24 9PE

<b>Inspection date</b>	16 January 2017
Previous inspection date	28 February 2013

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

- All children make good progress. Those who start with delays in their spoken language tend to make rapid progress in readiness for their move to school.
- The committee members have recently updated their tight policies and procedures for recruiting new staff. They ensure all staff remain suitable for their roles and responsibilities. The manager reflects well on all areas of practice, follows clear improvement plans and continues to work towards raising standards across the pre-school.
- Staff teach children how to assess and manage small risks as they play. Children learn to take increasing levels of responsibility for making and following rules to create safe, happy places where every child can play and learn well.
- Children learn to listen well during quiet times. They move safely during group activities, such as action songs and team games. They enjoy daily opportunities to play outdoors and go on outings to investigate their community.
- Staff work well with parents, who are very complimentary about the quality of care and teaching and feel that staff prepare children well for the next stages in their learning.

### It is not yet outstanding because:

- At times, some staff do not take all opportunities to help children think for themselves and fully extend their learning, to help them make the best progress possible.
- Not all staff are experienced in adapting their practice to help the increasing number of two-year-old children who attend to express their ideas and feelings.

## What the setting needs to do to improve further

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

- challenge children to think more about what they are doing, to help them to find answers to questions and to extend their learning further
- develop staff's skills and strategies further to help the youngest children learn to express their ideas and feelings more effectively.

### Inspection activities

- The inspector observed care routines and completed a joint observation with the manager. Together, they discussed how staff training had contributed to children's learning and development.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the staff.
- The inspector looked at children's records, discussed how staff plan and evaluate activities, and how they exchange information with parents.
- The inspector listened to children and talked with them as they played.
- The inspector spoke with the manager, the chairperson of the parent committee, staff and parents about the quality of the pre-school.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff are well trained in child protection and know how to report concerns about a child's welfare. The committee ensures Ofsted is notified of new members and that staff implement up-to-date policies, procedures and risk assessments to keep children safe. For example, the manager ensures that accident records are completed as required and acts on any areas of concern to minimise risks to children. Parents say that staff are quick to inform them of any accidents or incidents that happen during the day. The manager is very effective in continuing to support staff and raise the quality of teaching. For instance, recent training has resulted in improvements in the layout of the pre-school to enhance children's access to all areas of learning.

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

The balance of skills across the staff team provides children with a broad and exciting range of learning experiences that staff tailor well to meet their individual needs. For example, some staff are very skilled in supporting children's early communication and language skills, and others in raising outcomes in mathematics. All staff make close observations and accurate assessments of children's progress. They use these to deliver learning opportunities that capture children's interest and help them master new skills. The manager monitors children's progress effectively to check that each child makes a good rate of progress in every area of learning. Staff prepare children well for school.

### Personal development, behaviour and welfare are good

Staff are sensitive to children's individual personalities and needs. Before children start, staff learn a lot about their interests and skills from their parents. They use this information successfully to help new children settle in quickly and as a basis for continuing to develop their social skills. Staff skilfully work with parents to improve children's learning at home as well as in the pre-school, to achieve a shared approach to children's care, behaviour and welfare. They supervise children well, model good manners and nurture children's skills in teamwork, negotiation and cooperation.

### Outcomes for children are good

All children, including those who initially found it hard to mix in a large group, are motivated to learn and explore fascinating activities with other children or on their own. They show kindness to new children, tolerance of those who approach tasks in a different way and a willingness to adapt to help children who have special educational needs. Children who are learning English as an additional language make better than typical progress in developing clear speech. Older children enjoy revisiting familiar stories and are confident in expressing their own ideas for the characters. They develop good levels of independence in dressing for outdoor play and taking care of their belongings.

## Setting details

<b>Unique reference number</b>	EY372379
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1062158
<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>	26
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Popley Explorers Committee
<b>Registered person unique reference number</b>	RP528018
<b>Date of previous inspection</b>	28 February 2013
<b>Telephone number</b>	01256973125

Popley Explorers Pre-school opened in 1999 and re-registered in 2008. It is run by a committee and operates from Bermuda Close Community Centre, in Popley, Hampshire. The pre-school opens five days a week, from 8.30am until 3pm, during school term times. 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 seven staff working with the children, six of whom hold appropriate qualifications at level 3 or level 4.

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