

Bolton Under 5's Preschool



Beddington Centre, Riley Lane, Old Basing, Basingstoke, Hampshire, RG24 7DH

Inspection date	6 February 2017
Previous inspection date	9 June 2014

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

Summary of key findings for parents

This provision is outstanding

- Staff use their extensive understanding of child protection concerns and procedures to support children's well-being. They are extremely effective in minimising risks to children's safety and welfare as they play at the pre-school and explore the community.
- The manager shares perceptive evaluations and innovative plans for improvement with parents. She checks for any delays in children's progress and inspires the dedicated and skilled staff to address them promptly, to raise outcomes for every child.
- The manager monitors and develops staff practice extremely well; to continually increase their teaching skills. Staff share their impressive knowledge of each child with each other, to build on children's enthusiasm for learning.
- Staff are highly effective in using children's interests and everyday activities as a basis for challenging their thinking and learning. For example, when children are not interested in sitting still to learn numbers, staff develop their confidence in mathematics through other activities that increase their motivation.
- Staff prepare children exceptionally well for the next stages in their learning and for their moves to school. This includes children who are learning more than one language, children with disadvantaged starts in life, and children who are very able.
- Outcomes for all children are excellent, given their different starting points. Children make consistently high rates of progress across all areas of their learning.

What the setting needs to do to improve further

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

- extend children's awareness of how germs spread, to further develop their already excellent understanding of keeping healthy.

Inspection activities

- The inspector observed care routines, completed a joint observation with the manager and, 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 manager.
- The inspector looked at children's records and discussed the staff's planning and evaluation of activities, and how staff exchange information with parents.
- The inspector listened to the views of the parents and children using the pre-school that day.
- The inspector spoke with the manager, committee members and staff about the impact of their practice on raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager is highly reflective, motivated and successful in raising the quality of practice across the pre-school. She draws on her own extensive expertise, consults widely and evaluates the impact of each new initiative she pursues. For example, excellent improvements in settling children into the pre-school, closer working with local schools and staff development all link with raised outcomes for children. Safeguarding is effective. The manager is equally quick to strengthen daily policies to keep children safe. She ensures her staff use these meticulously and know precisely how to protect a child in the event of any concern about their welfare.

Quality of teaching, learning and assessment is outstanding

Staff value, respect and nurture highly effective partnerships with children's parents, the parent committee and with a wide range of local professionals. They make excellent use of these partnerships to establish what children know and how they learn best. Staff quickly adapt their teaching to challenge all children to achieve higher rates of progress in their learning. For example, children rapidly develop excellent skills in listening and speaking. They show increasing self-confidence; for instance, as they express their ideas to their friends, put on puppet shows, and delight in counting out 60 beats on a drum.

Personal development, behaviour and welfare are outstanding

Exceptionally skilled staff work to very high standards as they successfully settle new children into the pre-school. They place a high priority on developing children's self-confidence and motivation to explore, question and discover. Children are particularly kind to each other; for instance, as they help their friends learn to measure ingredients and make dough. Staff set clear and high expectations for children's behaviour. Children rise to increasing levels of responsibility and independence. For example, they thoroughly enjoy visiting allotments and planting, nurturing and harvesting produce in their own vegetable plot. Staff also teach children how to care for their teeth and wash germs from their hands before they cook or eat. However, staff are not quite as effective at teaching children how to reduce the risk of spreading germs when sharing resources.

Outcomes for children are outstanding

Outcomes for all children are excellent. They quickly engage in new opportunities for learning and take pride in their achievements. Children learn to listen and follow long and complex instructions. They are confident to ask adults for help when they need it and independent enough to persist through problems they encounter as they explore and investigate. Children behave politely and speak to each other courteously. They enjoy mixing with different people and visiting different places in their community. When the time comes, children have the skills they need and are confident to move on to school.

Setting details

Unique reference number	109651
Local authority	Hampshire
Inspection number	1068378
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	33
Name of registered person	Bolton Under 5's Preschool Committee
Registered person unique reference number	RP517959
Date of previous inspection	9 June 2014
Telephone number	07881920709

Bolton Under 5's Preschool registered in 1983. It is a voluntary organisation and managed by a committee of parents. The pre-school operates from the Beddington Centre in the village of Old Basing, near Basingstoke in Hampshire. The pre-school is open from 8.30am each weekday during school term times. It closes at 2.45pm on Monday to Thursday and at 1pm on a Friday. 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 working with the children, five of whom hold appropriate qualifications at level 3.

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