

# Chawton Pre-School

Chawton Village Hall, Winchester Road, Alton, Hampshire, GU34 1SB



## Inspection date

10 February 2017

Previous inspection date

9 June 2014

<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

- Children make good progress from their starting points. Staff use their observations well to make accurate assessments and plan for children's next steps in learning. The manager monitors the effectiveness of the educational provision and quickly addresses any gaps in children's learning progress through individual planning.
- Children behave well. Staff support children to understand about fairness, how to share and be kind. For example, children are respectful of their friends' needs and older children support the younger children to take turns.
- Children are very happy. They are confident to explore the well-resourced environment and are able to make many choices in their play, which helps to encourage their independence.
- The manager establishes strong partnerships with parents, other settings and early years professionals involved with children. Relevant information is effectively shared to support children's learning and care needs.
- Good links are established with local schools to help children move on successfully.

### It is not yet outstanding because:

- Staff have not fully considered how best to support children who speak English as an additional language in their play and learning.
- Staff do not consistently give children clear messages to develop their understanding of why it is important to have a healthy diet.

## What the setting needs to do to improve further

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

- extend opportunities for children who speak English as an additional language to develop and use their home language in their play and learning
- build on children's understanding about the benefits that a balanced diet has on their health and well-being.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector spoke to the manager about the methods she uses to evaluate the provision.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector viewed learning documents and spoke to staff about their knowledge of their key children and how they were supporting their learning.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a welfare concern about a child. The manager and staff work together well to review the provision and to make ongoing improvements. Regular support meetings provide opportunities for staff to discuss ideas and share good practice. Staff are well qualified, and they regularly improve their practice, knowledge and skills. For example, they implemented a programme of using simple signs to better support language development for some children. Additional funding is used well, for example, with staff training to meet individual children's needs.

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

Staff provide activities that encourage children and motivate them to learn. For instance, children are excited to play in the role-play vet's surgery and use real stethoscopes to listen to each other's hearts. Staff promote diversity well, for example, they provide resources that present positive images of both men and women in a variety of job roles. Staff encourage children to be creative and express their own ideas. For instance, children thoroughly enjoy making marks and mixing colours during a painting activity. Staff make the most of opportunities to extend children's thinking and learning. For example, they consistently refer to a number poster to reinforce the idea of counting for a purpose and identifying numbers of significance.

### Personal development, behaviour and welfare are good

Children are settled and emotionally secure. Effective settling-in procedures and detailed discussions with parents allow staff to identify the need for any early support. This means that staff can plan for any extra support that children might need. Children enjoy the chance to be physically active, for example, when riding bikes and scooters outdoors. They learn to manage risks, such as when they climb up the slide and negotiate spaces indoors as they work together to push a wheeled trolley around the room. Children learn about handling tools and equipment safely. For example, they carefully use scissors during craft activities and staff help them use knives while preparing snack.

### Outcomes for children are good

Children learn a good range of skills that help prepare them for their future learning, such as developing strong early mathematical skills. For example, older children count all the boys and all the girls, before successfully adding the totals together, while younger children count the pasta pieces they use to make necklaces. Children have good opportunities to practise skills that support their readiness for school. For example, children sit and listen well during group time and confidently answer 'Good Morning' when their name is called.

## Setting details

<b>Unique reference number</b>	109858
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1068381
<b>Type of provision</b>	Full-time 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>	22
<b>Name of registered person</b>	Chawton Pre-School Committee
<b>Registered person unique reference number</b>	RP907746
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	07552155236

Chawton Pre-School registered in 1992. It is situated in Alton, Hampshire. The pre-school operates during term time only and is open on Monday and Tuesday from 9am to 3pm, on Thursday from 9am to midday, and on Friday from 9am to 1pm. There are five members of staff, all of whom hold relevant childcare qualifications. The manager holds a level 4 qualification, and four staff hold qualifications at level 3. The pre-school receives funding to provide free early education for children aged three and four years.

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