

# Little Den Preschool Playgroup

The Den, Chawton Park Road, Alton, Hampshire, GU34 1RQ



## Inspection date

22 March 2017

## Previous inspection date

6 February 2015

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The monitoring and managing of some activities does not always help children understand any associated hazards that occur during play, such as a surface becoming slippery during wet play.
- The manager does not support staff to always identify the starting points for children's learning when they first attend the setting. As such, for some children, the initial planning of individual next steps is not based on their current development needs.
- Self-evaluation is not routine or robust enough to effectively drive improvement. The manager does not gather the views of parents or children when prioritising areas for development.

### It has the following strengths

- Children with specific learning needs or English as an additional language receive good levels of support. Staff work closely with parents and other professionals to help children make continued progress.
- Children benefit from access to a wide range of fun activities. For example, they enjoy moving to music with ribbons and pom-poms during a specialised dance class.
- Children build secure relationships with staff to ensure their emotional needs are met. They happily play alongside staff and other children and develop good social skills.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- ensure that all activities are monitored and managed to minimise risk of injury to children as they play 30/04/2017

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

- fully support staff to ensure that the timing for identifying starting points for all new children is consistent so they are planned for and supported effectively from the earliest opportunity
- strengthen the systems for self-evaluation and make certain all aspects of the nursery are regularly evaluated, in order to continually target and prioritise new areas for improvement.

## 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 children's learning.

## Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager does not ensure staff identify all new children's starting points in their learning in a timely manner. This means that for some children, initial next steps do not focus on what they can currently achieve. Safeguarding is effective. Staff have a clear understanding of safeguarding issues and the procedures to follow if they have concerns about a child. The manager recruits new staff safely and ensures that all the team are suitable to work with children. Staff and students are supported well, through regular supervisions and a thorough induction process. However, the process of self-evaluation is not consistent enough to identify areas for improvement and change easily. Parents and children do not have regular opportunities to share their views on future developments.

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

The manager monitors children's ongoing progress and effectively identifies gaps in their learning. Older children enjoy identifying and ordering numbers, for example, they fish for rubber ducks in a puddle and excitedly turn them over to see which one they have caught. Younger children explore early counting. For example, they count each coloured block as they step farm animals to the top of the towers they make. Staff promote early literacy skills. For instance, children are encouraged to write their names on their artwork. Staff promote diversity, such as, when they provide a range of resources that show positive images of children from around the world.

### Personal development, behaviour and welfare require improvement

The management team and staff assess all areas of the setting to be used by children for risk. However, they do not involve children in assessing for themselves potential hazards that arise during some activities. For example, a child slipped on water beads that had fallen onto the floor near to the activity. Children have a clear understanding of the setting's routines. For example, they follow a visual timetable which helps them plan their own day. Children learn to be independent in their daily routine, such as when they tidy away after snack and wash up their cups. Staff encourage children to play outside whatever the weather and children enjoy a range of activities, such as digging in the mud kitchen and using rain water to paint on the wall with a variety of brushes.

### Outcomes for children are good

Children make good progress in their learning and are well prepared for their eventual move on to school. They eagerly explore the environment and join in activities. Children share and play cooperatively such as, when they independently organise themselves and use a sand timer to take turns on the computer. They are confident to express their own thoughts and ideas during play, for example, when working together to make the role-play area into a superhero's den.

## Setting details

<b>Unique reference number</b>	507935
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1085775
<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>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Little Den Preschool Playgroup Committee
<b>Registered person unique reference number</b>	RP519726
<b>Date of previous inspection</b>	6 February 2015
<b>Telephone number</b>	0794 1367287

Little Den Pre School has been registered since 1983. It is situated in Alton, Hampshire. The pre-school opens between 9.15am to 12.15pm on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays, it is open between 9.15am to 2.15pm. The pre-school receives funding to provide free early education for children aged two, three and four years.

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