

Pennington Village Pre-School



C/o Pennington Village Pre-School,, Priestlands Road, Pennington, Lyminster, Hampshire, SO41 8HX

Inspection date	25 April 2017
Previous inspection date	26 June 2014

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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff offer a varied range of activities for children. However, they do not track the children's progress thoroughly enough. Staff do not consistently identify the next steps in children's learning to help them provide challenging activities that help children to make consistently good progress.
- The quality of teaching varies between the staff. Some staff miss chances to support the children's learning and develop their thinking and language skills effectively.
- The self-evaluation systems to monitor staff practice and evaluate the provision are not sufficiently robust to identify all areas that need improvement.

It has the following strengths

- Staff provide a safe and welcoming environment. Children are happy and settled. They have positive relationships with adults and one another, and behave well.
- Parents receive a range of information about the pre-school provision. Ongoing verbal discussions, alongside more formal meetings, help to keep parents suitably informed about their children's care and welfare.
- Children have fun in the outdoor play space. For example, they benefit from regular fresh air and opportunities to be physically active and exuberant.

What the setting needs to do to improve further

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

	Due Date
■ improve the monitoring of children's learning to help understand and identify their level of development and next steps for learning, and use the information to provide activities that consistently offer a good level of challenge	28/06/2017
■ increase the support for staff to develop their skills and understanding of how to extend children's learning, in particular their communication and language skills, to raise teaching to a consistently good level.	28/06/2017

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

- develop self-evaluation further to help identify all areas that require improvement.

Inspection activities

- The inspector observed activities, indoors and outdoors, interaction between the staff and children, and looked at the play equipment and resources.
- The inspector completed a joint observation with the manager to discuss the impact of teaching after viewing activities.
- The inspector spoke with the manager, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector looked at, and discussed, systems used to evaluate the pre-school.

Inspector
Dinah Round

Inspection findings

Effectiveness of the leadership and management requires improvement

The newly appointed manager has quickly identified weaknesses in the provision and is developing plans to prioritise and address these. This includes exploring ways to support the staff's professional development. Staff make some observations of the children's progress. However, these are not informative or regular enough to help them plan activities to support individual children to consistently make good progress. The new committee has worked with their local authority to seek support to address issues. The committee has implemented new policies and procedures and followed appropriate recruitment and vetting procedures to check the suitability of new staff. Safeguarding is effective. Staff have a clear understanding of child protection issues and what to do if they have any concerns about children's welfare. They follow clear safety procedures at arrival and collection times. The required documentation is kept, such as records of accidents. These are monitored to help the staff identify any areas where action needs to be taken to prevent accidents reoccurring, to help them keep the children safe.

Quality of teaching, learning and assessment requires improvement

Children enjoy coming to the pre-school. However, the teaching skills of staff are variable. Overall, staff interact with the children positively as they join in their play, but some staff miss opportunities to extend children's learning. Children use their imagination well, for example, they use various tools to create 'meals' in the outdoor play kitchen. Children enjoy activities that support their mathematical development. For example, as they actively join in a number game, some children count and recognise the numbers as they balance and jump. Children understand to take turns and wait patiently to play. The pre-school staff link with school staff to help them to support children as they move on.

Personal development, behaviour and welfare require improvement

Children build trusting relationships with the staff and cooperate well. For example, they help to tidy away the toys and staff praise them and give them stickers to boost their self-esteem. Children easily explore the wide range of play equipment, although some staff do not build on children's interests as well as possible to enhance their play and learning. Staff teach children how to use tools safely. For example, children are supervised closely as they learn how to use small knives to chop fruit at snack time. Children learn to make healthy choices in relation to food.

Outcomes for children require improvement

Children quickly settle when they arrive at the pre-school. However, they do not make the best possible progress in their learning as the staff do not consistently challenge them well enough to develop their language and thinking skills. Children learn skills that help prepare them for starting school and gain independence in their self-care.

Setting details

Unique reference number	EY272703
Local authority	Hampshire
Inspection number	1096341
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	40
Number of children on roll	52
Name of registered person	Youth Centre Playgroup (Lymington)
Registered person unique reference number	RP521789
Date of previous inspection	26 June 2014
Telephone number	01590 610 925

Pennington Village Pre-School is managed by a voluntary committee of parents. It registered in October 2003 and operates from a school building in the grounds of Pennington Infant School, near Lymington in Hampshire. The pre-school operates term time only from Monday to Friday. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. Lunchtime provision is also available from 11.45am to 12.30pm. The pre-school is in receipt of funding for the provision of early education for children aged two, three and four years. There are 11 staff. Of these nine, including the manager, hold qualifications at level 3 and one holds a qualification at level 2.

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