

# Clanfield Community Pre-School



C/O Petersgate Infant School, Green Lane, Clanfield, Waterlooville, Hampshire, PO8 0JU

<b>Inspection date</b>	5 May 2017
Previous inspection date	13 March 2015

<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

- The manager is enthusiastic. She is ably supported by an efficient parent-led committee and a well-established staff team. Staff work very well together to provide children with a good quality pre-school experience.
- Staff provide a welcoming learning environment. There are a good variety of resources available indoors and outdoors to help support children's learning and development. Children enjoy exploring and investigating. They demonstrate high levels of motivation, for example, when they build wooden towers and role play as builders.
- Parents are fully involved in their children's learning from the start of their time at the pre-school. Staff regularly share relevant information with parents and others involved in children's care. This helps children to feel safe, for example, through a consistent approach. Parents are very happy with the pre-school provision.
- Staff have built strong links with their local school and community. For example, they take children to play in the school fields and walk to local shops. This helps children learn about the diversity of the wider world.

### It is not yet outstanding because:

- The new system in place for monitoring and tracking groups of children is not fully embedded to help staff track children's progress precisely.
- At times, staff complete tasks for children that they could manage themselves.

## What the setting needs to do to improve further

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

- make greater use of the new systems to help monitor the progress groups of children make, in order to raise outcomes for them to an even higher level
- build further on all opportunities for children to manage tasks themselves and extend their independence skills.

### Inspection activities

- The inspector observed, listened to and spoke to staff and children as they played indoors and outdoors during the inspection.
- The inspector sampled documentation, including suitability checks and children's records.
- The inspector held a meeting with the chairperson of the parent committee and management team to discuss the vision for the future of the pre-school and raising children's outcomes.
- The inspector spoke to parents available on the day of inspection and took note of their views.
- The inspector completed a joint observation with the manager. Together they discussed how staff training and performance contributed to children's learning and development.

### Inspector

Emma Dean

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff attend regular child protection training. They know which agencies to contact and what procedures to follow if they have any concerns about children's welfare. The manager seeks the views of staff and parents to help her monitor the quality of the pre-school. She reflects and plans for ongoing improvements, such as continuing to develop the outdoor learning environment. There are robust staff recruitment and monitoring procedures in place. Staff training is effectively planned to help develop staff's skills and knowledge. For example, all staff have recently attended training to develop the quality of their interactions with children. Staff help children to communicate effectively. For example, they encourage children to use signs, communication books and spoken words to express themselves.

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

Staff know the children well and make good use of their observations to support children's learning and development. Staff plan an exciting range of activities and experiences for children. For example, children enjoy lively counting games, experience sand play with bare feet and make pirate treasure maps. Staff monitor the progress individual children make and quickly identify any weaker areas. Additional funding and support are thoughtfully targeted to help close gaps in children's learning and development. For example, children have enjoyed a farm visiting the pre-school, which provided them with exciting experiences to talk about with their friends.

### Personal development, behaviour and welfare are good

The staff are positive role models for children. They encourage good manners and behaviour. Children behave well. They receive warm praise from staff and celebration certificates to share with their parents. Staff teach children about healthy lifestyles. For example, they discuss why handwashing is important before eating, and provide nutritious snacks for children. Children enjoy many opportunities to develop their physical skills. For example, they participate in music and movement sessions each morning, as well as attending externally led dance and sport classes.

### Outcomes for children are good

All children make good progress in line with their abilities, including those who have special educational needs and/or disabilities. Children are confident and engaged learners. They show good imagination and social skills, such as during pirate role play games. Children learn many skills that will support them as they move on to school. For example, they learn to eat hot meals with a knife and fork and to listen to their friends' views. Children learn how to manage turn taking, such as by using sand timers.

## Setting details

<b>Unique reference number</b>	EY332187
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1092680
<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>	40
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Clanfield Community Pre-School Committee
<b>Registered person unique reference number</b>	RP902131
<b>Date of previous inspection</b>	13 March 2015
<b>Telephone number</b>	02392 593 950

Clanfield Community Pre-school opened in 1992 and is located within the grounds of Petersgate Infant School, Clanfield, Hampshire. The pre-school is open Monday to Friday during term time only, from 8.30am to 3.30pm. There are 12 members of staff, nine of whom hold appropriate early years qualifications at level 3 and 4. One holds qualified teacher status. The pre-school is in receipt of funding for early education for children aged two, three and four years.

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