

Inspection date

22 May 2017

Previous inspection date

24 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- A highly experienced and respected manager ably leads a team of enthusiastic staff willing to learn to raise their skills further. They share a vision to provide high-quality education and care for children in their local community.
- Staff follow a comprehensive range of clear policies and procedures to keep children safe as they play and discover indoors, outdoors and in the local area. For instance, children learn to behave safely as they thoroughly enjoy learning about diggers, cranes and dustcarts at work in their community.
- Staff prepare good and diverse learning opportunities for children and sensitively join their play to model new language, enhance their ideas or encourage their persistence. Children develop the skills they need to express imaginative ideas and the resilience to try different ways of doing things when one way does not work.
- Outcomes are good. Children show enjoyment in their learning and confidence in their own abilities. They develop respectful attitudes towards adults and pre-school rules; for example, as they come together for group times or prepare for lunch.

It is not yet outstanding because:

- Staff are inconsistent in the quality of support they offer children who need additional help. Some parent and professional partnerships are less effective than others.
- Staff do not use monitoring and assessment consistently enough to be sure that all children can reach their highest levels of achievement.

What the setting needs to do to improve further

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

- enhance strategies for sharing information with parents and wider professional teams to support early and more effective interventions for every child who is not making expected levels of progress
- use more sharply focused monitoring and assessment to be sure that staff nurture and teach children to their highest levels of achievement.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector sampled children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- 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 observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager is very experienced and focused in evaluating and improving all aspects of the pre-school. She supports and coaches new staff effectively as they apply their professional development ideas to raise the quality of teaching. Safeguarding is effective. The manager ensures that all staff know how to recognise and respond to any concerns about a child's welfare or protection. Staff record and inform parents about any accidents or incidents that occur as children play. The manager carefully reviews these to implement better policies and procedures that improve communication with parents and further minimise risks to children's welfare. Parents speak highly of the manager's care.

Quality of teaching, learning and assessment is good

Senior staff have a clear understanding of how children learn. They provide a wealth of learning opportunities that quickly engage children's curiosity and enthusiasm for further exploration. Children choose activities that really fascinate them. They practise new skills and persist through problem solving. For example, they create stories, play imaginatively and learn to cooperate with their friends. Children also enjoy quieter times, such as puzzling through jigsaws, chalking out patterns and sitting to listen to stories. Staff make good baseline assessments of children's starting points and track children's progress over time.

Personal development, behaviour and welfare are good

Staff quickly establish trusting relationships with children. There is a very happy atmosphere at the pre-school and children quickly settle in, feel secure and investigate with confidence. Parents say they know what their children are doing each day and are very pleased with their children's progress socially and academically. Staff have high expectations for children's behaviour and gentle ways of showing children how to be kind to each other. Children learn to be courteous and develop good table manners. They share, take turns and thoughtfully include children who are less self-assured in their play.

Outcomes for children are good

Generally, children make good or better progress in their learning. This includes children with slow starts and some, but not all children with speech delay. Children are well prepared for school. For example, older children choose to balance lively physical outdoor play with times when they sit still, concentrate and master new skills, such as manipulating tools and pencils. Children become increasingly independent in managing their personal hygiene, tidying up after themselves and adapting to the needs of others. Children are confident to take on new challenges in their community.

Setting details

Unique reference number	109930
Local authority	Hampshire
Inspection number	1089054
Type of provision	Sessional 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	52
Name of registered person	St John's Pre School Group Committee
Registered person unique reference number	RP517903
Date of previous inspection	24 March 2015
Telephone number	01252 403716

St Johns Pre-School Group first opened in 1964 and re-registered in 1989. It operates from a church hall in Farnborough, Hampshire. The pre-school is open each weekday during school term times from 9.15am to 3.30pm, except on Fridays when it closes at 12.45pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine staff working with the children, six of whom hold appropriate qualifications at level 3 or above.

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