

Deux Chats Pre-School Limited



Holy Trinity Church, Windsor Way, ALDERSHOT, Hampshire, GU11 1JG

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| Inspection date | 29 June 2017 |
| Previous inspection date | 24 March 2014 |

| 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Effective partnerships are in place with other professionals. The manager ensures all children, especially those who have special educational needs and/or disabilities, have their needs quickly identified and very well met.
- Staff raise children's awareness and skills in assessing risks in the environment. For example, children check mats are well positioned before using large indoor play equipment. They are very careful as they stand on chairs when building tall towers.
- Children show exceptionally mature attitudes as they play together and act out events from home. For instance, they tenderly feed, sooth and change baby dolls.
- Staff are particularly skilled in supporting children's communication and language development. Children learning to speak more than one language and those catching up with their age group following delayed starts make very good progress in their listening and speaking skills.
- Children are confident in their early literacy skills as they start school. For example, they use small tools, such as pencils, to draw fine details on maps and pictures. They link written letters to sounds as they look at books while on a make-believe journey.

It is not yet outstanding because:

- At times, staff do not fully challenge children's thinking and questioning as they prepare to celebrate different events. Children do not really understand what they are doing.

What the setting needs to do to improve further

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

- challenge children to think about what they are doing when they celebrate different events to extend their learning further.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at 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 offered to complete 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 constantly reflects on her practice. She uses her high level of training and expertise to continually improve all areas of the pre-school. For example, she continues to trial the most reliable way to monitor children's progress over time. This already helps her to make sure children make rapid progress from their starting points. Safeguarding is effective. The manager is quick to ensure that her staff know and follow the latest guidance in child protection and welfare. She checks staff follow policies and procedures to minimise risks to children's safety and protect them from harm.

Quality of teaching, learning and assessment is good

Staff know the children in their care well and make good judgements about what children understand and how they like to learn. Staff help children learn to follow a plan, reflect on the task in hand and think how they can improve it further. For example, children learn to assess when they have poured half a cup of flour or salt and how much liquid they need to make a good consistency of play dough. Staff share their goals for children's next steps in learning effectively with each other. All staff build on children's interests and play. For instance, staff add foods that children can cut in half or into three pieces as they pretend to cook. Staff routinely model new mathematical language and increase children's understanding and ability to describe accurately what they are doing.

Personal development, behaviour and welfare are outstanding

Staff are highly responsive to children's individual needs and quickly establish how to get the best out of each child. Children settle quickly and develop an excellent sense of belonging. Staff swiftly adapt the different play areas to meet and extend the interests of the youngest children and those who have special educational needs and/or disabilities. Children are extremely confident and self-assured as they develop new games and work as a team. For example, children act out a recent visit to a train station by joining together to build a train. They help each other to their seats and remember to pay for their tickets. Children learn how to behave safely, such as when they go on outings.

Outcomes for children are good

All children make good levels of progress during their time at the pre-school. They are well prepared for their moves to school, especially in terms of their social and emotional development and communication skills. For instance, children confidently explain events and their ideas. They learn to use a wide range of vocabulary in imaginative ways. Children resolve minor disagreements through listening to each other and think up a fair solution. For example, they welcome children on the fringe of their play, agree names for new characters and discuss how to develop their story. Children who need additional arrangements to help them settle into new schools have these in place in good time.

Setting details

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| Unique reference number | EY464724 |
| Local authority | Hampshire |
| Inspection number | 1069437 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 36 |
| Number of children on roll | 48 |
| Name of registered person | Deux Chat Pre-School Limited |
| Registered person unique reference number | RP532746 |
| Date of previous inspection | 24 March 2014 |
| Telephone number | 07786 084220 |

Deux Chats Pre-School Limited first registered in 2003 and re-registered in 2013. The pre-school operates from Galpin Hall, Holy Trinity Church, in Aldershot, Hampshire. It is open from 9am to 3pm each weekday during school term times. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are seven staff working with the children, all of whom hold appropriate qualifications at level 3 and above. Three staff are qualified at level 6 and the manager holds early years professional status.

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