

# Burghclere Preschool and Toddler Group



Portal Hall, Church Lane, Burghclere, Newbury, Berkshire, RG20 9HX

<b>Inspection date</b>	15 September 2017
Previous inspection date	17 June 2014

<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

- Staff training is very good and has had a positive impact on staff knowledge. For example, staff work with the local school to receive training about the teaching of phonics.
- The opportunities for learning are planned to meet the interests of all children. For example, when children were fascinated by concrete mixers, activities were provided to allow children to mix their own concrete. All children benefited from the experiences.
- Children choose when they are ready for snack and help themselves to the food and drink. It is a very sociable time. Children have good manners and enjoy talking to other children and the staff. Children are beginning to develop their independence in all aspects of looking after themselves and others.
- Staff have very good relationships with parents, who, in most cases, value the high-quality relationships staff have with their children.
- There are good relationships with the local school and the transition programme is thorough. Children visit the school and the teachers visit the setting throughout the year. Children are well prepared for their next stage in learning.

### It is not yet outstanding because:

- Children occasionally wait too long to have their turn during adult-led group sessions.
- Staff sometimes miss opportunities to develop children's mathematical language in their play.

## What the setting needs to do to improve further

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

- help all children to be actively engaged in their learning in all group sessions
- develop children's mathematical language further throughout their play.

### Inspection activities

- The inspector sampled a range of documentation, including children's assessment records, planning and certificates.
- The inspector observed the quality of teaching and learning in the playrooms and outdoor play areas.
- The inspector checked the pre-school's safeguarding procedures through scrutinising documentation, observing children at play and holding discussions with the staff.
- The inspector talked to staff, parents and children and also took account of parents' written comments.
- The inspector and the manager discussed the learning which was taking place and the progress children make.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a very strong understanding of child development. She works hard to introduce systems to support staff to deliver the very best learning opportunities for all children. The manager makes very good use of additional funding to support children's development. She keeps good-quality records and consistently asks staff and parents how the setting could improve and responds to their suggestions. Staff enjoy a wide range of training. For example, they have attended courses to help them further support young children to develop their language skills. Staff work very well as a team and they understand how to meet the manager's high expectations. Safeguarding is effective. Staff monitor children's attendance and follow up on any unexplained absences. Staff have good procedures to keep children safe in the setting. They understand how to work with other agencies if they have concerns about children's well-being.

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

Children benefit from an exceptionally wide range of interesting resources indoors and outdoors. They are encouraged to choose where they play. Staff model language very well. For example, they ask children a wide range of questions to recall the ingredients they have used to bake little buns. Children play their own games, such as hide and seek, and invite others to join in. The recent introduction of the electronic tracking system used to monitor children's learning is beginning to have a positive impact on children's progress in most areas of learning. However, staff need to develop their understanding of mathematical language, to help them accurately record children's progress with shape, space and measure.

### Personal development, behaviour and welfare are good

All key persons know their children very well. For example they use children's interests to inform the planned activities. The relationship between all staff and children is very strong. Children are very happy and they settle quickly after parents have left. Staff talk to each other about the children and plan opportunities to support particular children's needs. For example, offering more activities to explore textures and encourage children to enjoy messy play. All staff clap and celebrate children's successes and children smile broadly at the staff and grow in confidence. Children enjoy playing outside in the very interesting environment, which includes a playhouse and mud kitchen. They run up and down the banks confidently, and practise riding bicycles and playing safely on the scooters.

### Outcomes for children are good

Children make at least expected progress in most areas of learning and make good progress in speaking and listening. They understand and follow instructions well. They are very interested in books and enjoy exploring writing with chalks. They are encouraged to use numbers to 20 and develop their imaginations well through play. They learn to share, take turns and are developing their understanding of the world and their place within it.

## Setting details

<b>Unique reference number</b>	110412
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1068390
<b>Type of provision</b>	Full-time 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 - 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Burghclere Pre-School and Toddler Group Committee
<b>Registered person unique reference number</b>	RP517960
<b>Date of previous inspection</b>	17 June 2014
<b>Telephone number</b>	07749 316968

Burghclere Preschool and Toddler Group is a committee organised setting registered in 1999 in Burghclere, Hampshire. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school opens Monday to Friday, between 9am and 3pm, during school term times. There are six members of staff working with the children. All have relevant early years qualifications at level 3.

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