

# Timsbury Pre-School

Jubilee Hall, New Road, Timsbury, Romsey, Hampshire, SO51 0NL



<b>Inspection date</b>	22 September 2017
Previous inspection date	9 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- This is a very happy, well-organised pre-school where children enjoy activities that support all areas of development well.
- The supervisor and staff are very experienced and knowledgeable. They understand how young children develop. This helps all children become confident and independent learners.
- Stimulating learning areas are created every day. This helps children to explore things that interest them. For example, children dig soil in the garden to fill up trucks. They know when the lorry is full and move it to the construction site they have made.
- Staff have very strong relationships with parents. They involve parents fully in children's learning and support them in meeting each other. Children's literacy is supported as parents are encouraged to access a lending library with their children.
- Children are well prepared for their next stage in learning. The communication and language sessions are particularly helpful in preparing children for school.

### It is not yet outstanding because:

- The management does not consistently use all available information to help children who attend more than one setting make even better progress.
- The supervisor and staff miss some opportunities to recognise areas for development and make incisive judgements about how they can further improve.

## What the setting needs to do to improve further

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

- develop further opportunities to work more closely with other settings that children attend
- refine self-evaluation to make incisive judgements that help the setting to improve even further.

### Inspection activities

- The inspector observed the quality of teaching and learning in the playroom, the taught language and communication group, and outdoor play areas.
- The inspector checked the pre-school's safeguarding procedures through the scrutiny of documentation, observation of children at play and discussion with the staff.
- The inspector sampled a range of documentation, including children's assessment records, planning and certificates.
- The inspector talked to staff, parents and children and also took account of parents' written comments.
- The inspector and the staff discussed the children at play and the progress they make.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

The areas for development from the last inspection have been very well addressed. All staff are knowledgeable about the teaching of mathematics and it is used routinely to support and extend children's play. For example, children enjoy searching for shapes in messy play. Staff all benefit from good professional development opportunities, including supervision and time to reflect on their work. When staff identify areas to improve, they consider what works for other settings and implement similar changes where relevant. Safeguarding is effective. Staff analyse children's attendance and understand how to take action if they have concerns for a child's welfare. Staff work very closely with other professionals from speech therapy and portage to help all children develop.

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

Staff have very high expectations for all children. At the start of term, staff plan topics to help children learn about themselves. They understand everyone is different. For example, in craft activities, children make their facial features on dough models. Staff encourage children to explore their own interests. For instance, children enjoy playing with a programmable toy, making it sing songs. Staff record children's achievement; however, they do not analyse the data fully to help recognise any gaps in development for different groups of children. Staff make good use of unexpected learning opportunities to help children to celebrate change. For example, they explore puddles and look at their reflections after rain showers.

### Personal development, behaviour and welfare are good

Staff and parents have a good relationship, which helps children to settle quickly. Children are encouraged to learn about people from different communities. They use puppets to explore feelings. For example, when the tiger is unkind, children explain what he should do to be kind to others. Staff work very well as a team. The buddy system helps ensure that all staff know most children well, helping to make children feel secure. Staff are consistent with their expectations and routines, ensuring children understand boundaries and behave very well. They show respect to each other and resources. Outside, children love to balance, run and jump. Older children help the younger ones by encouraging them to have a go. Children enjoy staff joining in their play, such as when the children re-tell their favourite story and take on the roles of their favourite characters.

### Outcomes for children are good

Children are making typical progress. They learn how to listen carefully and identify sounds of letters. They concentrate very well. Children who have special educational needs are very well supported. They settle quickly and are able to work with most members of staff. Children learn enthusiastically and are very well supported in practising their independence and making good choices. This helps them to follow and develop their own interests. Children sing different songs together, including those about their bodies, and they explore how many different ways they can move. Children develop their imaginations well.

## Setting details

<b>Unique reference number</b>	109889
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1082952
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Timsbury Pre-School Committee
<b>Registered person unique reference number</b>	RP908634
<b>Date of previous inspection</b>	9 January 2017
<b>Telephone number</b>	01794 368976

Timsbury Pre-School is managed by a committee and registered in 1990. It is based in Timsbury, near Romsey in Hampshire. The pre-school is open Monday, Tuesday, Thursday and Friday from 9am to 3pm, during school term time only. The setting is closed on Wednesdays.

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