

# Odiham Community Pre-School (Leapfrogs)

Recreation Hall, Recreation Road, Odiham, Hook, Hampshire, RG29 1NU



## Inspection date

5 October 2017

## Previous inspection date

24 February 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

- The pre-school staff provide a welcoming, inviting and stimulating learning environment for children indoors and outdoors. There is a wide range of exciting resources to help staff support children to explore, play, learn and develop.
- Children enjoy their time at pre-school. They confidently, happily and quickly settle in. Children form strong bonds with the staff team, who support their emotional development well.
- Staff effectively monitor the progress children make. Any weaker areas are quickly identified and plans made to strengthen these. For example, staff run chatter clubs and small reading groups to help support children's speech development. Children make good progress in their learning and development from their starting points.
- The manager and committee chair effectively reflect and evaluate the pre-school. Views from parents, staff and other committee members are carefully considered. Plans are made for ongoing developments, such as developing a lending library for parents to help support their children's learning at home.

### It is not yet outstanding because:

- Staff do not consistently promote early reading and writing skills.
- Sometimes, staff do not organise large-group activities well enough to help all children to get the most out of the activity and to extend their learning.

## What the setting needs to do to improve further

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

- make consistent use of all opportunities to help support children's early reading and writing skills
- review and revise the organisation of large-group times to ensure all children get the most out of activities to extend their learning.

### Inspection activities

- The inspector observed, listened to and spoke to staff and children as they played indoors and outdoors during the inspection.
- The inspector completed joint observations with the manager. Together they discussed how staff training and performance contributes to children's learning and development.
- The inspector held a meeting with the manager 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 sampled documentation, including suitability checks and children's records.

### Inspector

Emma Dean

## Inspection findings

### Effectiveness of the leadership and management is good

Staff recruitment and ongoing supervision are robust. Safeguarding is effective. The manager ensures all staff are confident and knowledgeable about child protection issues and what procedures to follow if they have any concerns about children's welfare. Training is effectively used, for example, to keep staff knowledge current. The manager monitors the progress children make. She effectively assesses the needs of children against the environment the staff provides. For example, last year mathematics was an area in which children made slower progress. Staff set up new resources and activities to excite children's interest in learning about mathematics, and their rate of progress increased. Precise use of additional funding helps children to achieve better outcomes.

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

Parent and toddler sessions are popular and help support children's transitions into pre-school. The pre-school staff work effectively with parents and other settings children attend. For example, staff gather information about children before they start at pre-school and ask for ongoing updates, such as what children's current interests are. Staff use children's interests to plan stimulating activities that engage them. For example, after discussing birthdays, children enthusiastically made presents for someone in their family. This helped to support their understanding of families and the wider community, as well as their creative skills.

### Personal development, behaviour and welfare are good

Staff are good role models for children. They support children to develop positive behaviour and to value praise and rewards, such as stickers. Children enjoy large outdoor physical opportunities. For example, they play energetically with bats and balls in the fresh air. Staff challenge children to extend their social skills, such as by playing games with each other. Staff respond very positively to the challenge to involve more families in their children's learning. For example, they now hold Saturday Dad's Club sessions monthly after termly sessions were so popular.

### Outcomes for children are good

Children learn a good variety of skills to support them as they move on to school. For example, they learn to play with their friends, take turns and share resources. They are confident and independent. For instance, they competently change from outdoor boots to indoor slippers and hang up their coats when they arrive in the morning. They enjoy learning about mathematics, such as when they count breadsticks at snack time. They understand simple rules and boundaries to keep them and their friends safe. For instance, they tell each other to keep drinks off the carpeted area and to use their walking feet indoors.

## Setting details

<b>Unique reference number</b>	110204
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1085702
<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>	54
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Odiham Community Pre-School (Leapfrogs) Committee
<b>Registered person unique reference number</b>	RP517967
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	01256 701471

Odiham Community Pre-School (Leapfrogs) re-registered in 2011. The pre-school is a committee-run group and receives funding for the provision of free early years education for children aged two, three and four years. The pre-school opens five days a week during school term times. Morning sessions are from 8.25am, 8.45am or 9am until 11.30am and afternoon sessions from 11.45am to 2.45pm or 3.15pm. The pre-school employs eight permanent members of staff to work with the children. All staff hold early years qualifications at level 3 or above.

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