

# Bright Futures Pre-School

Kimpton Village Hall, Kimpton, Andover, Hampshire, SP11 8NU



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 15 November 2017 |
| Previous inspection date | 26 November 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

- The manager is enthusiastic about moving the pre-school forward and making positive changes. For example, she has made improvements to the monitoring of children's learning to analyse more closely the progress children make.
- Staff provide a welcoming, safe and secure environment. The key-person system is effective. Children are given good emotional support when settling into the pre-school.
- Children have good opportunities to develop their imagination. For instance, they enjoy putting on puppet shows for their friends and staff.
- Staff build and maintain positive partnerships with parents and keep them fully involved. For example, staff have in-depth conversations with parents about their children's needs when they drop them off at pre-school.

### It is not yet outstanding because:

- The manager has not identified ways to focus professional development opportunities for staff on raising the quality of teaching to an even higher level.
- At times, staff interrupt children's play to engage them in daily routines. This means children do not get the opportunity to draw their play to an end.

## What the setting needs to do to improve further

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

- extend professional development opportunities for staff to raise the quality of teaching practice to a higher level and help children to progress even more rapidly
- improve opportunities for children to play without interruption so they can complete their play or chosen tasks to their satisfaction.

### Inspection activities

- The inspector observed teaching indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with staff and spoke to children at appropriate times.
- The inspector sampled a range of documentation, which included children's learning and development records, staff records and staff suitability checks.

### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are passionate about their work and work well together as part of a friendly and motivated team. The arrangements for safeguarding are effective. Staff demonstrate a strong understanding of the possible signs of abuse and how to report concerns regarding children's safety or welfare. All staff are trained in child protection and wider safeguarding issues. Procedures for recruiting and vetting staff are robust and this helps to keep children safe. The manager has established strong partnerships with other professionals to share information about children's development. This ensures continuity in children's learning and development. The manager completes risk assessments to cover all aspects of practice. This helps ensure staff protect children from harm.

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

Staff provide an exciting range of toys and equipment, indoors and outdoors. This helps to motivate children to play and explore. Staff support children's speech and language development effectively. They engage children in conversation, ask questions to encourage them to think and actively listen to what children have to say. For example, a staff member uses skilful questioning to help children to think about the differences between two dinosaurs. Children explore cause and effect in the outdoor area. For example, they observe what happens when they roll different sized balls down a length of guttering.

### Personal development, behaviour and welfare are good

Children are caring towards others. Those who have attended the pre-school for some time support new children to help them feel secure. Children behave well and staff support their developing understanding of the pre-school rules effectively. For instance, children confidently recall all the golden rules and talk about why they are important. Staff encourage children to be physically active. For example, all children have opportunities to play outside and thoroughly enjoy climbing to the top of the slide and safely sliding down.

### Outcomes for children are good

Children of all ages, including those receiving additional funding, make good progress in their learning. Children have plenty of opportunities to develop their early writing skills. For example, they use crayons, pencils and pens to make marks on paper. They are extremely independent and confident to make choices about their play. Children show good early literacy skills as they confidently identify letters through a range of activities. Children develop a range of skills that supports their readiness for the next stage of their learning and their eventual move on to school.

## Setting details

|  |                                     |
|--|-------------------------------------|
| <b>Unique reference number</b>                   | 110508                              |
| <b>Local authority</b>                           | Hampshire                           |
| <b>Inspection number</b>                         | 1070116                             |
| <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>                | 22                                  |
| <b>Name of registered person</b>                 | Bright Futures Pre-School Committee |
| <b>Registered person unique reference number</b> | RP517995                            |
| <b>Date of previous inspection</b>               | 26 November 2014                    |
| <b>Telephone number</b>                          | 01264 771583                        |

Bright Futures Pre-School registered in 2000. The pre-school is open Monday to Thursday from 8.30am until 3pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs four members of staff. Of these, two hold an early years qualification at level 5, one holds a qualification at level 3 and one is qualified to level 2.

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