

Ancells Farm Community Pre-school



Community Centre, Ancells Farm, 1 Falkners Close, Fleet, Hampshire, GU51 2XF

Inspection date	6 December 2017
Previous inspection date	25 February 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The staff and manager do not use the assessment system well enough to monitor individual and groups of children's progress. This does not help staff to swiftly and precisely identify gaps in children's learning or plan effectively for their ongoing progress.
- Staff do not consistently gather information from parents about what children already know and can do, when they first start at the setting. This does not help them plan effectively for children's progress from the start.
- Sometimes, the organisation and placement of group activities mean that older and most-able children cannot concentrate fully when engaging in focused learning activities.

It has the following strengths

- Staff form warm relationships with children, who demonstrate that they are happy and confident in the pre-school and develop a sense of security in their surroundings.
- Staff support children's communication and language development well. For example, staff use simple signs to help the youngest children and those who speak English as an additional language to understand routines and make choices.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ develop assessment processes to effectively assess and monitor individual and groups of children's learning and development, and use the information to precisely identify any gaps in their learning and to plan for their ongoing progress.	26/02/2018

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

- establish children's levels of achievement, interests and learning styles promptly on entry, to identify clear and accurate starting points for their future learning
- improve the organisation of some group activities to allow older children to concentrate without distractions during focused learning activities.

Inspection activities

- The inspector observed practice and staff interactions with children, and assessed the impact of this on children's learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements, and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff who work directly with children and children's developmental records of progress.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a good understanding of the procedures to follow should they have concerns about a child's welfare. The manager implements systems for the safe recruitment of staff and routinely checks their ongoing suitability. She effectively monitors staff performance and training needs, such as through individual meetings. The manager completes thorough risk assessments of the premises and deploys staff effectively to meet adult-to-child ratios, supervise children and meet their needs. The manager reviews the quality of provision and identifies some areas for improvement. However, she does not always act on these in a timely manner. For example, she has not ensured information is routinely gathered from parents to establish new children's starting points to plan effectively for learning from the beginning. This means ongoing assessment is not accurately based on children's level of development when they first start.

Quality of teaching, learning and assessment requires improvement

Staff provide a variety of learning experiences for the children, throughout the day. However, staff do not use their professional knowledge enough in their assessments to ensure these experiences target children's individual learning requirements. The manager does not have effective systems in place to monitor children's ongoing progress. This does not enable staff to identify gaps in children's learning or plan effectively for their ongoing progress. Staff use additional funding well to support parents with their children's continued learning. For example, staff have introduced a range of 'home learning' bags that encourages parents to share games with their children. Parents comment that they feel supported by the friendly staff, who explain to them how the 'home learning' bags will help their child's ongoing development.

Personal development, behaviour and welfare are good

All children are happy and enjoy their time at the nursery. Staff raise children's sense of self-esteem, for instance, by praising their good behaviour and achievements. They develop positive relationships with them. Children learn about respecting other cultures and families who live within their local community. Staff promote children's good health well. For example, children regularly spend time outside in the fresh air, practising and developing their physical skills. Staff help children to understand how to keep themselves safe. For example, they teach them how to handle and transport scissors safely. Staff establish effective partnerships. They build links with the local community, other professionals and early years settings that children attend, to promote continuity for children's learning and well-being.

Outcomes for children require improvement

Overall, children make appropriate progress in their development and gain the skills they need to prepare them for the next stage of their learning. However, the organisation of some group activities means that older children become distracted when engaging in focused activities. Children have a wide range of opportunities to practise their early mathematical skills, such as measuring ingredients while making play dough.

Setting details

Unique reference number	110040
Local authority	Hampshire
Inspection number	1068384
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	18
Name of registered person	Ancells Farm Community Pre-School Committee
Registered person unique reference number	RP517935
Date of previous inspection	25 February 2014
Telephone number	07923477904

Ancells Farm Community Pre-school opened in 1991. The pre-school is located in Fleet, Hampshire and is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school opens Monday to Wednesday from 9.15am to 2.45pm and Thursdays from 9.15am to 1.15pm, during term time. From January the setting will also open on Fridays. Three part-time staff work with the children, all of whom have relevant early years qualifications.

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