

Hoppers Pre-School

C/o St Johns Church Hall, Macaulay Road, Broadstone, BH18 8AR



Inspection date	1 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children settle quickly in this friendly and caring environment. They build good relationships with staff and one another, and learn to manage their feelings.
- Staff work hard to provide a wide range of activities. Children are keen to take part in various learning experiences, which are matched to their interests.
- Key persons keep a close check on children's development, and management's effective monitoring helps identify and address gaps in learning quickly. All children, including those who access additional funding, make good progress.
- Partnership with parents is strong, which helps staff to meet children's individual needs well. Parents are welcomed into the group and their views are valued.
- Management supports staff well to develop their professional role and continue to improve their teaching practice. For example, a training course extended staff knowledge and understanding of effective ways to encourage children's language skills.

It is not yet outstanding because:

- Although staff know their key children's stage of development well, the information about the next steps in each child's learning is not always readily available to other staff. Opportunities to support next steps through children's play can be missed.
- Staff sometimes miss opportunities to extend children's understanding that information can be relayed in the form of print.

What the setting needs to do to improve further

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

- improve the methods for sharing information between staff about children's next steps in their learning
- make better use of opportunities to extend children's early reading skills, with particular regard to using print to gain information.

Inspection activities

- The inspector observed children's activities and staff interacting with them, inside and outside.
- The inspector talked to staff about children's activities, children's progress and how staff help to keep children safe.
- The inspector carried out a joint observation and interview with the owner/manager.
- The inspector looked at a sample of documents, which included the safeguarding policy, management's self-evaluation, and children's progress records.
- The inspector took account of parents' views, obtained in person.

Inspector

Brenda Taylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant about keeping children safe. For example, they closely monitor external doors at arrival and departure times. Managers and staff have a secure understanding of child protection issues and the procedures to follow if they are concerned about a child. Managers regularly monitor accident and incident records to help identify and address risks to children. Self-evaluation is effective and includes the views of staff, parents and children. Managers identify clear targets for improvement to benefit the children. For example, they develop strong partnerships with schools and value the feedback they receive on how well they are helping to prepare children for starting school.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play and exploration. They provide a wide variety of learning experiences, with a good balance of activities that they lead themselves, or that the children choose. For example, children were excited to meet a real tortoise. They learned about how tortoises move and how to care for them. Children use their imaginations well as they act out real-life situations, such as preparing meals. They enjoy finding out what happens when they mix ingredients to make play dough. Staff make the most of opportunities such as these to extend children's understanding of mathematics and of the world. Staff interactions with the children are positive and encouraging. Staff support children's language development well, for example, by introducing new words to extend their vocabulary.

Personal development, behaviour and welfare are good

Children behave well. They understand familiar routines, which helps to make them feel secure as they learn what staff expect of them. Parents appreciate the flexible settling-in options that help children feel relaxed and develop confidence. Staff regularly praise children, which helps to boost their self-esteem. Staff make good use of routine activities, such as mealtimes and children's play, to extend children's understanding of the importance of healthy eating. Staff make sure that children have regular opportunities to be active outdoors. For example, children enjoy games that include counting and chasing. They practise physical skills, such as pedalling and steering wheeled vehicles.

Outcomes for children are good

Children learn important skills that help to prepare them well for starting school. They develop increasing independence in caring for themselves, such as fastening coats and using the toilet without help. Children learn to consider and help others. For example, they take part in fundraising events to benefit other children. Children show an interest in books, words and letters. They start to understand how mathematics is used in various situations, such as measuring cooking ingredients or counting building bricks.

Setting details

Unique reference number	EY497445
Local authority	Poole
Inspection number	1035800
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	32
Name of registered person	Te Childcare Limited
Registered person unique reference number	RP901329
Date of previous inspection	Not applicable
Telephone number	07950505539

Hoppers Pre-School registered in 2016 and is privately owned. It operates from St Johns Church Hall, Broadstone, Dorset. The pre-school is open on Monday, Thursday and Friday from 8.30am to 3.30pm and on Tuesday from 8.30am to 12.30pm, term time only. The setting receives funding to provide free early years education for children aged two, three and four years. A team of seven staff works with the children, all of whom hold relevant early years qualifications. The owner/manager has gained early years professional status.

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