

Impstone Preschool

Pamber Heath Memorial Hall, Pamber Heath Road, Pamber Heath, Tadley,
Hampshire, RG26 3TQ



Inspection date

7 March 2018

Previous inspection date

11 September 2014

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 manager sets very high standards for the pre-school. The policies, procedures and routines are well developed and are used consistently. Self-evaluation is effective.
- The setting is very inclusive and all staff fully understand how to help children to feel emotionally secure. Staff support children to join in activities, develop their own ideas in their play and to be very happy.
- The staff work very closely with a range of other professionals. This helps children make good transitions to other settings and school. For example, children who have special educational needs (SEN) and/or disabilities have their key person accompany them at the new setting to help them feel confident and settle quickly.
- Key persons know the children very well. They know when they can provide extra challenge in activities. For example, children try to build windmills and are supported to understand they need wind to make them move.
- Children are well prepared for their next stage in their learning.

It is not yet outstanding because:

- Some staff miss opportunities to extend children's learning when they play outdoors.
- Staff have not encouraged all parents to share their children's learning that happens at home.

What the setting needs to do to improve further

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

- support all staff to consistently extend the learning of those children who prefer to learn outdoors
- encourage more parents to be involved in sharing their children's learning at home to help staff plan for children's learning more precisely.

Inspection activities

- The inspector observed care routines and the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector considered the views of parents.
- The inspector reviewed a range of documentation, including procedures relating to safeguarding and other records relating to the children's safety and welfare.
- The inspector carried out a joint observation with the manager and met the chair of the committee.
- The inspector looked at children's records, the staff's planning and evaluation of activities, and reviewed how the pre-school shares information with parents.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The manager supports the staff to work together as a good team. For example, each member of staff shares their knowledge and expertise to support children to develop well. Staff training and induction processes help new staff to settle quickly. The manager provides effective staff supervision to support consistent practice. Assessments of children's learning are accurate. The manager analyses assessments to support the staff to plan for what children need to learn next and to help children make good progress. Parents speak highly of the setting and value the service the pre-school provides. Safeguarding is effective. Staff understand what they need to do if they have concerns about children's well-being.

Quality of teaching, learning and assessment is good

All staff have high expectations of what the children can do. They plan exciting activities, and most staff extend children's learning to provide opportunities for children to develop their understanding. For example, when children are making 'chilli' soup, staff help children to understand that water has absorbed into the leaves. Staff develop children's language very well. They speak clearly to the children and give them time to think and try new words. Staff support children who have SEN and/or disabilities well. For example, they make very effective use of strategies, such as signing to help children understand when it is time to tidy up for circle time. Staff develop children's mathematical development well as children play. For example, children are encouraged to see shapes, such as a 'triangle', in the models they build.

Personal development, behaviour and welfare are good

Staff help children to develop their concentration very well. The youngest children are engrossed in their play to 'bury' potatoes in the soil. Staff support children to watch each other as they play. For example, younger children copy what the older children do, such as making drums out of the metal bowls. Children are very confident and they have very strong relationships with all members of staff. Staff are very consistent with their expectations. They support children to behave exceptionally well. Staff help children who find it difficult to share to learn how to consider the impact of what they do on others. Children are very well supported to be independent in their self-help skills. Children develop their physical skills very well. For example, they learn to climb trees, swing, and ride bicycles.

Outcomes for children are good

Children have opportunities to learn how to be independent. They make good progress in their learning. Children develop their literacy skills and enjoy books and stories. They use their experiences to help them understand what is happening in the stories they hear. For example, children enjoy thinking about walking in snowstorms. Children learn to take turns during circle time and when they sing songs. They enjoy singing songs to help them learn the days of the week.

Setting details

Unique reference number	507838
Local authority	Hampshire
Inspection number	1070412
Type of provision	Sessional 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	35
Number of children on roll	32
Name of registered person	Impstone Pre-School Committee
Registered person unique reference number	RP907759
Date of previous inspection	11 September 2014
Telephone number	07733 898914

Impstone Pre-school operates from Pamber Heath Memorial Hall in Tadley, Hampshire. The pre-school receives funding to provide free early education for children aged two, three and four years. It is open on Monday, Tuesday and Thursday from 9.15am to 2.45pm, on Wednesday from 9.15am to 12.15pm with an optional lunch club until 1pm, and on Friday from 9.15am to 12.15pm, term time only. The pre-school employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and seven hold a qualification at level 3.

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