

Badger Farm Pre-School Playgroup

Badger Farm Road, Winchester, Hampshire, SO22 4QB



Inspection date	9 March 2018
Previous inspection date	9 June 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 committee, manager and staff have high expectations for children's learning and are committed to driving ongoing improvement. For instance, recent training has enhanced staff knowledge of supporting children's communication and language skills.
- The key-person system is well established and staff know children's individual personalities and needs, to help support their emotional well-being effectively. Children develop good relationships with staff and are happy, confident and self-assured.
- Staff place a strong focus on supporting older children's mathematical skills. For instance, children are confident in recognising and counting numbers, as staff teach them how to use mathematics purposefully in their play.
- Strong partnerships with other agencies involved in children's care help to ensure that staff meet children's learning and welfare needs effectively. Staff use funding particularly well, especially when children need extra help. All children make good progress from their starting points.

It is not yet outstanding because:

- Staff do not focus their tracking of children's progress sharply enough in some areas of learning, to enable them to plan even more precisely for children's next steps.
- Staff regularly update parents about children's progress. However, strategies to engage with all parents and help them become even more involved in children's learning are not highly successful.

What the setting needs to do to improve further

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

- develop further the arrangements to monitor children's progress, and plan their next steps even more precisely, to help children reach their full potential
- build on ways to help all parents make an even greater contribution to their children's learning in the setting and at home.

Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outside.
- The inspector spoke to staff and children at convenient times during the inspection.
- The inspector spoke to a small number of parents during the day and took account of their views.
- The inspector checked evidence of the suitability of staff, recruitment procedures and staff training records, policies and a selection of children's records, and discussed safeguarding procedures and the self-evaluation process.
- The inspector carried out a joint observation with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and responsibilities in keeping children safe. They know how to identify and report concerns about children's well-being. Senior staff work closely with other professionals to ensure that they quickly address any concerns about children's welfare. The manager identifies professional development through supervisory meetings, and meaningful discussions during staff meetings. The manager, committee and staff work closely together to monitor the overall quality of the setting and children's progress. They identify and implement positive changes to the pre-school, which help to motivate children's learning. For instance, changes to the outside play space have helped those children who prefer to learn outside to develop their understanding of the natural world, including how to grow, pick and cook fruits and vegetables.

Quality of teaching, learning and assessment is good

Staff are qualified, experienced and knowledgeable about how children learn. They provide children with a good range of activities to engage and motivate them. For instance, children enjoy learning how to grow cress. Staff help them think about what the seeds will need to grow. Staff capture spontaneous learning opportunities and follow children's individual interests well. For example, children enjoy learning about different sizes and shapes of shells, as staff provide them with different types of shells and encourage children to explore them. They listen carefully to what children have to say and talk to children about what they can see and hear, as children excitedly hold the shells to their ear. Staff support children's communication and language skills well. They narrate children's play and capture good opportunities to introduce new language.

Personal development, behaviour and welfare are good

Children are kind and caring towards one another and behave well. Staff are positive role models and this helps to create a relaxed and homely environment, where children settle happily. Staff help children to develop good physical skills. For example, older children enjoy playing hopscotch, as staff help them develop good coordination of their body. Children confidently hop and jump across the numbered squares. Staff make good use of opportunities to help younger children learn to keep themselves safe. For instance, when they use scissors staff talk to them about how to use them carefully.

Outcomes for children are good

All children develop skills that prepare them well for the next stage in learning, including their eventual move to school. All children develop positive attitudes to learning and arrive at pre-school ready and enthusiastic to learn. Older children are confident and articulate communicators. They listen carefully, concentrate well and are keen to think through and answer questions. Younger children engage in creative play, and gain confidence in counting and recognising some written numbers and quantities.

Setting details

Unique reference number	109984
Local authority	Hampshire
Inspection number	1089056
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	28
Number of children on roll	43
Name of registered person	Badger Farm Pre-School Playgroup Committee
Registered person unique reference number	RP910366
Date of previous inspection	9 June 2015
Telephone number	01962 842385 or 07771798474

Badger Farm Pre-School Playgroup opened in 1986 and re-registered in 1991. It is run by a voluntary parent committee and operates from Badger Farm Community Centre, near Winchester. The pre-school opens each weekday during school term time. Sessions are from 9.15am until 3pm on Monday to Wednesday and from 9.15am until 12.15pm on Thursday and Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight staff working with the children, five of whom hold relevant qualifications at level 3.

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