

Brighton Hill Pre-School

Barber Road, Basingstoke, RG22 4EY



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| Inspection date | 13 March 2018 |
| Previous inspection date | 24 March 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 and staff reflect on their practice. They take account of children's and parents' views to help them make improvements. For example, they have found effective ways of informing parents of their children's progress, which helps them support their children's learning more effectively at home.
- Staff help children form close bonds with their special member of staff. They visit children at home before they start and get to know each child and their family very well. Children feel secure and settle quickly.
- Teaching is good. Most staff are well qualified or working towards higher qualifications. They provide children with a variety of interesting and playful activities. Children are eager learners and all children make good progress.
- Staff provide especially good support for children's communication and language development, including for those children who are learning English as an additional language.

It is not yet outstanding because:

- Staff sometimes miss opportunities when children are initiating their own play to extend children's learning and challenge their thinking, or they jump in too quickly before children have developed their own ideas.
- Staff do not consistently encourage children to think creatively and solve problems, and do not make the best use of the outdoor space to support children's learning, especially for children who learn best outside.

What the setting needs to do to improve further

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

- support staff in continuing to develop their teaching skills to a very high standard so they fully extend children's learning, especially during play that children initiate themselves
- provide more opportunities that encourage children to think creatively, solve problems and use their growing mathematical understanding, especially for those children who learn better outside.

Inspection activities

- The inspector observed staff interacting with children during indoor and outdoor activities. She discussed with staff how they support children's learning and monitor the progress they make.
- The inspector carried out a joint observation of an activity with the manager. They discussed how she monitors and improves the quality of teaching.
- The inspector looked at documentation, including children's records, evidence of staff suitability and training, policies and procedures, and evaluation records.
- The inspector held discussions with the chairperson and the manager about their evaluation of the pre-school and their plans for improvement.
- The inspector spoke to several parents during the inspection and took account of their comments.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

The manager regularly reviews staff practice and encourages them to reflect on how their teaching benefits children. Staff are confident to share ideas with colleagues and try new ways of doing things. The manager monitors children's progress effectively, including different groups, such as those learning English as an additional language, and boys and girls. She identifies where there are gaps in learning and makes sure children get the support they need to catch up. Safeguarding is effective. All staff receive training, managers at an advanced level, so they are confident in how to recognise, record and report concerns. The committee understands and fulfils its responsibilities and the manager works closely with other agencies to help protect children from harm.

Quality of teaching, learning and assessment is good

Staff make the most of structured teaching opportunities each day. For example, to build confidence and speaking skills, a small group of children chose and talked about model animals. Staff create enclosed spaces where they recognise children enjoy talking with friends. Staff encourage children to play imaginatively. They provide many resources that children use to re-enact familiar ideas, such as working on a construction site or going shopping. Staff provide exciting activities that make children eager to join in, such as watching eggs hatch or making a 'volcano' erupt. Children learn to use technology to find out more about things. Staff share their knowledge with parents to help them support their children's learning at home.

Personal development, behaviour and welfare are good

Staff are good role models. They have high expectations for children's behaviour. Staff use various activities to help children learn what is expected and to manage their own behaviour. Children are kind and thoughtful and behave very well. Staff support children's good health. They provide a variety of healthy snacks and advise parents of what to put in children's lunchboxes. Children take part in a dental hygiene programme which teaches children and their families how to look after their teeth. Children learn to manage their personal care needs well, such as using the toilet and washing hands. They spend time outside each day, where there is room to play energetically, which benefits their health and well-being. Staff value children's opinions. For example, they enthusiastically and collectively choose a favourite song.

Outcomes for children are good

Children are prepared well for starting school. They are curious and eager to find out about things. They love books and eagerly join in with stories. They recognise some familiar written words, and some can write their names. They enjoy making marks using different materials, in good preparation for learning to write. They count, sort and measure as they play. They are very independent and enjoy doing things for themselves.

Setting details

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| Unique reference number | EY294432 |
| Local authority | Hampshire |
| Inspection number | 1068724 |
| 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 | 40 |
| Number of children on roll | 63 |
| Name of registered person | Brighton Hill Pre-School Committee |
| Registered person unique reference number | RP525043 |
| Date of previous inspection | 24 March 2014 |
| Telephone number | 01256 844010 |

Brighton Hill Pre-School registered in 1974 and moved to its present premises in 2004. The pre-school operates from a building in Brighton Hill, Basingstoke, Hampshire. The pre-school opens on weekdays from 9.15am until 4.15pm during school term times. Children can attend for a variety of sessions or for the whole day. The committee employs a manager and 10 members of staff to work with the children. Of these, eight hold appropriate qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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