

Pennington Village Pre-School



C/o Pennington Village Pre-School, Priestlands Road, Pennington, Lymington, Hampshire, SO41 8HX

Inspection date 21 March 2018
Previous inspection date 25 April 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 management team and staff have worked tirelessly since the last inspection to successfully raise the quality of teaching to a consistently good level. Children enjoy challenging and stimulating play activities and staff interact with children well.
- Staff have good links with the school and have built a strong working relationship. Together, they help the older children become ready for school and have high expectations of them. For example, school staff are invited in, to get to know the children, talk about school and lead an inspiring story time which children enjoy.
- Children are confident and inquisitive learners. They demonstrate strong relationships with others and behave well. They make good progress in their development.
- Staff are caring and get to know each child and their family background well. They understand safeguarding policies and are trained to follow child protection procedures.

It is not yet outstanding because:

- The methods for monitoring and evaluating staff teaching practice are not completely embedded by the new management team, to help raise children's learning levels higher.
- Although new staff undertake an induction, the programme is not of the highest quality to minimise any gaps in their understanding of their role and responsibilities.
- Some staff lack confidence in observing and analysing children's mathematical and literacy skills, and therefore children's assessments are not of the highest quality.

What the setting needs to do to improve further

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

- evaluate and monitor staff teaching practice and skills more precisely, to be able to help them in their professional development and raise standards to an excellent level
- strengthen the induction programme for new staff
- further develop staff's confidence in observing and analysing children's capabilities in mathematics and literacy.

Inspection activities

- The inspector spoke to children, observed the children's play activities indoors, looked at the available resources and read relevant documentation.
- The inspector had discussions the business manager and early year's manager, about leadership and management, including self-evaluation methods.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the manager.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

The newly appointed management team shows dedication and strong aspirations. They implement effective supervision procedures to ensure staff are suitable and underperformance is addressed. Overall, new staff learn the knowledge and skills to effectively carry out their job role. Safeguarding is effective. Staff follow whistle-blowing procedures closely and they receive updates on wider aspects of safeguarding, such as protecting children from extreme views. With local authority support and high commitment, the managers and staff receive regular training, for example, in how to diminish the gap in children's attainment levels. Staff share information with parents regularly and give support and guidance to the more vulnerable families. Parents talk knowingly and positively about the pre-school.

Quality of teaching, learning and assessment is good

Skilled staff give children's communication and language development strong priority. They model good teaching techniques and use opportunities well to promote children's learning. For example, staff often use sign language during the daily routines to aid children's understanding and sing many songs to encourage children to join in. Children learning English as an additional language receive strong, purposeful support from staff to help quicken their progress. All children are very eager to take part in the exciting and carefully planned play activities indoors and outdoors. Staff encourage children to problem solve, such as using numbers in the snack routine while describing what different fruit taste like. Children develop high levels of concentration, taking turns and matching pictures during a favourite game.

Personal development, behaviour and welfare are good

Staff are sensitive to children's needs and help them settle in quickly. For example, children who are upset on arrival receive cuddles from their key person and soon become busy learners. Children with communication difficulties follow a picture-card system that helps them to quickly learn the daily routines. Children learn acceptable behaviour and to respect others by the staff's consistent, positive management, such as learning what 'kind hands' mean. Staff help children develop a good awareness of keeping safe. For example, children help assess the risks involved in climbing the low tree. Children benefit from spending lots of time playing and learning in the fresh air. For example, they excitedly pedal tricycles outdoors with skill, stopping and starting, negotiating space well.

Outcomes for children are good

Children are confident and capable learners who make their own decisions about what they do and play with. They create individual pieces of artwork, such as a chick with different media and materials. Children count, recognise numerals and shapes, and are starting to accurately predict one more than a given number. Children are attentive listeners during story time and respond well to challenging questions about the story. They accurately recall elements of the story and show enthusiasm for books and learning.

Setting details

Unique reference number	EY272703
Local authority	Hampshire
Inspection number	1097918
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	48
Number of children on roll	45
Name of registered person	Youth Centre Playgroup (Lymington)
Registered person unique reference number	RP521789
Date of previous inspection	25 April 2017
Telephone number	01590 610 925

Pennington Village Pre-School registered in 2003. It is managed by a voluntary committee of parents and operates from a school building in the grounds of Pennington Infant School, near Lymington in Hampshire. The pre-school opens term time only from Monday to Friday. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. Lunchtime provision is also available from 11.45am to 12.30pm. The pre-school is in receipt of funding for the provision of early education for children aged two, three and four years. There are nine staff which includes the business manager. Of these eight who work with the children, five hold qualifications at level 3 and one holds a qualification at level 2.

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