

Tadley Under Fives Pre-school



Community Centre, Newchurch Road, Tadley, Hampshire, RG26 4HN

Inspection date	27 April 2018
Previous inspection date	22 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team works hard to develop excellent opportunities for children to learn at the setting. Managers are continuously improving the setting. They use observations from staff and take account of the views from parents.
- The majority of staff has very high expectations of what each child can do. This helps key persons to extend the development of children in their care. For example, when staff play with the children in the café, they use and extend children's ideas.
- Staff provide children with real opportunities to make healthy choices and learn how to help themselves. For example, children help themselves to cups, plates and bowls. They learn how to peel oranges and cut their wraps at snack time.
- Partnerships with parents are effective when children start at the setting. This helps children to settle very quickly. Staff work hard to support working families, for example, by providing a breakfast club.
- There are very strong relationships with schools. Teachers visit older children to help them prepare for change. Children are well prepared for the next stage of development.

It is not yet outstanding because:

- The management does not provide a sufficiently regular cycle of staff supervision to help all staff develop confidently in their new roles.
- The assessment processes do not provide sufficient opportunities for parents to provide evidence of what children know and can do at home.

What the setting needs to do to improve further

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

- provide more structure to the observations of staff practice and more regular supervision to enhance the quality of teaching
- further develop assessment to include more opportunities for parents to provide consistent evidence of what children know and can do at home.

Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outside.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents and took account of the spoken views.
- The inspector checked the suitability of staff, recruitment process and staff training records. The inspector looked at a selection of policies and discussed the safeguarding procedures to check children are kept safe.
- The inspector carried out a joint observation of teaching and learning with the deputy manager.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The managers have an excellent understanding of young children and how they learn. They provide a very wide range of resources. This helps children to develop as motivated, curious and independent learners. Management follows a very thorough process to recruit staff and ensure their suitability. Most of the staff have worked together for a long time. This helps the staff to be consistent in their practice. Managers' insightful action plans help to improve the setting. Safeguarding is effective. All staff know how to report any concerns about children well-being. Staff support children's additional needs, for example, by working with parents to take actions with health visitors and other professionals.

Quality of teaching, learning and assessment is good

The majority of staff are very timely as they engage with the children. They know when to watch and when to provide interesting challenges to support children to deepen their knowledge and understanding. For example, when children are sitting on the excavator, they are trying to dig a cave in the sand. Staff help children to understand they need to make a big pile of sand before they start to dig out a cave. Staff help children to develop their understanding of numbers. For example, younger children match numbers from one to five. Older children know that 100 is very big. Staff share books with children exceptionally well. They help children to look closely at pictures and describe what they see. Children eagerly anticipate what happens next and listen attentively to the story.

Personal development, behaviour and welfare are outstanding

Staff support all children to develop exceptionally positive attitudes to learning. For example, very young children are encouraged to persist in using the garage lift to raise the toy cars up to the next level. Children are actively learning how to respect the views of others. For example, staff provide activities for children to vote to choose between physical activities or singing. All staff consistently help children to be very independent. The older children know the expectations and boundaries well. Staff really praise older children's efforts to help younger children learn routines. Staff provide exceptional support to help children develop self-control. All children are emotionally very secure. They are extremely happy, confident and respond exceptionally well to the calm, ordered expectations from the staff. Staff help children to develop exceptional physical skills. For example, they complete moves of a gymnast.

Outcomes for children are good

All children gain good self-help skills. Children share and include others in their play. They learn to respect and wonder at the natural world. For example, they watch intently as a snail climbs up the fence. Children behave very well. They develop excellent communication skills. Younger children learn how to take turns. Older children are very well prepared for the next stage of their learning.

Setting details

Unique reference number	EY345354
Local authority	Hampshire
Inspection number	1092931
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	30
Name of registered person	Fiona Johnston & Patricia Johnston Partnership
Registered person unique reference number	RP903594
Date of previous inspection	22 June 2015
Telephone number	01189810341

Tadley Under Fives registered in 2006. It operates from the community centre in Tadley and is open each weekday from 9am to 3pm, term time only. The pre-school employs six members of staff. Four staff hold an early years qualification up to level 3. One of the supervisors has a level 4 qualification. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

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