

# Talbot View PreSchool

Talbot View Community Centre, 3 Alder Park, Alder Road, Parkstone, Poole, BH12 4AY



## Inspection date

Previous inspection date

17 May 2018

7 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provider ensures that staff create a welcoming and relaxed atmosphere where children develop a secure sense of belonging. Staff value children's ideas and interests, and praise their efforts and achievements. Staff support children effectively to develop good levels of independence and confidence.
- The provider and staff have good links with schools and outside agencies. They act on advice quickly and effectively, to help enhance children's learning and development.
- Children and families build good bonds with their key person. This helps children to feel safe and secure, and ready to learn. Parents are very happy with the quality of the provision. They describe the staff as 'fantastic' and 'amazing', and confirm how much their children enjoy attending.
- Staff manage children's behaviour well. Children learn to follow instructions, take turns, share and play harmoniously together. Their behaviour is good.
- The special educational needs coordinator ensures that children who have special educational needs and/or disabilities benefit from targeted support to meet their needs.

### It is not yet outstanding because:

- The provider tracks individual children's progress well, but the new systems to monitor the progress of different groups of children are not fully embedded to help identify gaps in learning even more precisely.
- Staff miss opportunities to support children to develop an awareness of letters and the sounds they represent, to further develop their early literacy skills.

## What the setting needs to do to improve further

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

- enhance the systems to monitor the progress of different groups of children, to identify and close any gaps in their learning even more precisely
- provide more opportunities for children to develop an awareness of letters and the sounds they represent.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during play indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to children and staff at appropriate times during the inspection and held a meeting with the provider and deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff, and a range of other documentation, including policies and procedures.

### Inspector

Susan Wilson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a good understanding of safeguarding procedures and know what to do to help protect children from harm. The provider has rigorous recruitment and induction procedures to help ensure the continued suitability of staff. Staff have recently attended training about extending and supporting boys' learning. They have used the knowledge gained to introduce successful new ways of making learning more enjoyable for boys, especially outdoors. For example, they engage them in reading by using 'warning' signs in the construction area and provide many mathematical learning experiences. Staff receive good ongoing supervisory meetings to help build on their current knowledge and skills. The provider and staff team are committed to achieving the best possible outcomes for children. Self-evaluation is continually developing and the provider and staff have clear targets for development.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children develop and have high expectations of what they can achieve. They get to know children well by gathering important information about children's current interests when they first start from parents. Staff make good use of observational assessments to identify and promote the key next steps in children's learning. All children make good progress from their starting points. The curriculum is broad. Staff are enthusiastic and offer children good opportunities to learn about the community and wider world effectively. For example, they visit the local park and supermarket with staff, and enthusiastically plan their own royal wedding using the imaginative resources well.

### Personal development, behaviour and welfare are good

Children are happy, settle quickly and benefit from nurturing staff who are welcoming when they arrive. Staff encourage children to use good manners and to be polite. Children learn about the importance of eating healthily and maintaining good personal hygiene. Children have good opportunities to play outside, be physically active, and develop good coordination and control. For example, they learn to hop, jump and balance as they run races against their friends. Children learn to keep themselves safe as they use woodworking tools under close staff supervision. For example, staff remind them how to use the small saw and hammer correctly and safely, and that nails have a sharp point.

### Outcomes for children are good

Children learn a good range of skills that prepares them well for their next stage in learning, including going to school. Children are independent, confident and build strong social skills. They develop good mathematical understanding of space and numbers as they play. Children display a positive attitude to their learning. They are actively involved, persistent and demonstrate high levels of concentration.

## Setting details

<b>Unique reference number</b>	EY365502
<b>Local authority</b>	Poole
<b>Inspection number</b>	1130089
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Beverley Woollard
<b>Registered person unique reference number</b>	RP513747
<b>Date of previous inspection</b>	7 December 2015
<b>Telephone number</b>	01202 746764

Talbot View PreSchool registered under the current ownership in 2007. It is located in Parkstone, Poole, Dorset. The pre-school is open Monday to Friday during term time. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs eight members of staff, of whom, seven hold early years qualifications at levels 2 to 3 and one is undertaking an early years training course.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

