

St Leonards Playschool

St Leonard's Centre, Rectory Road, Oakley, Basingstoke, Hampshire RG23 7ED



Inspection date	17 September 2018
Previous inspection date	13 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff implement an effective key-person system to support younger children's emotional needs well. This helps those children who are new to the setting to gain confidence in their new surroundings and build positive relationships with staff and each other.
- Older children develop good independence skills as staff help them learn how to manage some daily routines for themselves. This helps them gain skills that prepare them well for their eventual move to school.
- Staff are well qualified, knowledgeable and experienced. The manager and staff regularly evaluate the pre-school and identify how to make improvements that benefit children. For instance, recent changes to the indoor environment have enhanced play choices for those children who prefer quieter activities.
- Staff promote children's communication and language skills well. They introduce new language in children's play and explain the meaning of new words they use. All children, including those in receipt of additional funding, make good progress in their learning.

It is not yet outstanding because:

- The information staff gain from parents when children start attending is not consistently detailed enough to help them identify children's starting points in learning swiftly and precisely.
- The monitoring of groups of children is not fully developed to check rigorously on their progress and raise children's achievement to the highest level.

What the setting needs to do to improve further

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

- gather more detailed information about what children know and can do when they first start, to enable staff to plan more swiftly and precisely for their ongoing learning from the outset
- extend further the systems used to monitor the progress made by identified groups of children, to help target support and raise outcomes to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact of these activities on children's learning.
- The inspector spoke with staff, the manager and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to and from written feedback left with the manager.
- The inspector looked at children's records and planning documentation. She also looked at evidence of the suitability of staff and a range of the policies and procedures.
- The inspector carried out a joint observation with the manager and discussed the impact of the teaching on children's learning.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and all staff receive regular child protection training and have a robust understanding of the signs and symptoms that may give cause for concern about a child's welfare. All staff fully understand the referral procedures, should they need them. The manager implements effective recruitment procedures for new staff, to ensure that all staff are suitable to work with children, including on an ongoing basis. She ensures staff's teaching is closely monitored and regular targeted training takes place to enhance their skills. The manager regularly checks the progress that individual children make and holds meetings with the staff to ensure all are aware of each child's next steps in learning. Parents speak positively about the pre-school. They comment on how well staff work with families to help younger children settle and how they are kind and attentive to children's individual needs.

Quality of teaching, learning and assessment is good

Staff provide children with a variety of activities which motivate their play and learning. The key-person approach is used effectively to help staff learn about children's individual interests. This helps staff capture opportunities to build on children's learning well. Staff place a strong focus on promoting children's communication skills and make good use of activities to introduce new language in their play. For instance, as staff share books with younger children, they pronounce the word 'excavator' clearly as children hear and repeat back the word confidently. Staff support children's mathematical skills well. For instance, they help children count the number of pieces of fruit they choose at snack time. Staff make regular observations of children's learning and share children's progress with parents to keep them informed of their key achievements.

Personal development, behaviour and welfare are good

Children develop warm, trusting relationships with staff and are happy and confident in their care. Staff place a strong focus on helping children learn about positive behaviour. They are good role models and treat children with kindness and respect. In turn, children learn how to play cooperatively with each other. They take turns with toys and resources and develop strong friendships with their peers. Children enjoy a variety of opportunities to develop their independence, from an early age. For instance, younger children learn how to pour their drinks, feed themselves independently and tidy away their plates and cups after snack time. Older children are able to manage their own personal needs independently and are toilet trained, in readiness for their eventual move to school.

Outcomes for children are good

Children are confident and keen to learn. They gain good listening and attention skills and are able to concentrate well in activities which motivate their play. Older children gain good mathematical skills. They count confidently and recognise some written numbers in activities. Children benefit from a variety of physical play activities which support their good coordination skills. For instance, they enjoy learning how to wave large flags in different directions, moving their bodies forwards, backwards and sideways, as they follow staff's instructions well.

Setting details

Unique reference number	507842
Local authority	Hampshire
Inspection number	10063346
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	22
Name of registered person	Oakley with Wooton Parochial Church Council
Registered person unique reference number	RP907053
Date of previous inspection	13 April 2016
Telephone number	07772378265

St Leonard's Playschool registered in 2001. The setting is open from 9am to midday on Monday, Tuesday and Thursday, and from 9am to 2.45pm on Wednesday and Friday, during school term time only. The setting receives funding for the provision of free early education for children aged two, three and four years. There are nine staff currently working with the children. Three members of staff hold qualified teacher status and five hold appropriate early years qualifications at level 2 or above.

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