

Colden Common Pre-School Playgroup

Colden Common Community Centre, St. Vigor Way, Colden Common,
WINCHESTER, Hampshire SO21 1UU



Inspection date	27 November 2018
Previous inspection date	28 June 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Leaders are at an early stage of comparing the progress made by different groups of children. They have begun to gather the information but have not yet used this to identify and close any gaps in children's learning.
- Staff are developing their knowledge of the recently implemented observation, planning and assessments system. As a result, some children are not always best supported to reach their full potential.
- Systems to monitor the on-going suitability of staff are not yet in place. Leaders are aware of the need to complete regular checks to ensure staff remain suitable to work with children but have not yet fully implemented these.

It has the following strengths

- Since the last inspection, the management team has started to make effective improvements. They are committed to enhancing the quality of the pre-school and outcomes for children. These changes are having a positive impact on staff and children's care and learning.
- Children arrive happily. They demonstrate good levels of confidence as they say goodbye to their parents and quickly engage in activities.
- Parents speak highly of the pre-school. They value the support that staff provide to their children. Parents are encouraged to share their children's achievements so these can be celebrated. This helps develop children's self-esteem well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
continue to build on systems for monitoring the progress made by different groups of children to ensure they achieve their full learning potential	31/01/2019
embed the newly developed observation, planning and assessment system to ensure that all children can make at least good progress in their learning	31/01/2019
develop effective processes and procedures for ensuring staff suitability to work with children, that also takes account of their health and well-being.	21/12/2018

Inspection activities

- The inspector observed the quality of teaching and support for children's learning, both indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

Inspector

Teresa Newman

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders have placed priority on staff training since the last inspection. As a result, leaders and staff understand their role and responsibilities in safeguarding children. This includes understanding of how to identify, record and report wider safeguarding issues, such as when children may be at risk from extreme views or behaviours. This means the arrangements for safeguarding are effective. Since the last inspection, leaders have introduced supervision meetings to improve the quality of teaching and outcomes for children. However, these are not being used effectively to ensure that all staff remain suitable to work with children. For example, leaders do not gather information about any medical needs that may impact staff's ability to work with children. Leaders have identified how to spend additional funding they receive for some children. However, the project that is being funded to develop children's awareness of healthy eating, is in its early stages and the impact is not yet evident.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children and they use daily routines to develop children's mathematical skills well. For example, they use numbers to help children select their fruit at snack time. Staff introduce new language and repeat words. This helps children who are developing their communication skills. Recent training means that staff can plan activities that support children's interests more effectively. Staff complete assessments of children but these are not always used well enough to identify when children may benefit from additional support. However, the newly appointed Special Educational Needs Coordinator recognises when swift action is needed and is now working effectively with outside agencies to support individual children's needs.

Personal development, behaviour and welfare are good

Positive settling-in procedures are in place for new children and their parents. This helps children settle quickly into pre-school and feel safe. Children develop positive bonds with staff and seek out their support when needed. For example, children know they need to wear waterproof trousers to play outside in the rain but struggle to put these on, so confidently ask staff to help them. Children are learning how to share resources and take turns. They happily use sand timers to identify when it is their turn to ride the scooter. Staff use praise well to help children recognise their strengths and support them in overcoming difficulties. They ensure that children have opportunities to access the outside in all weathers. Children enjoy visits to the pre-school allotment, where they learn to grow and eat vegetables.

Outcomes for children require improvement

Overall children are making steady progress in their learning but the systems to monitor this are new and not yet fully effective. This means that groups of children may not be making as much progress as they can. Most children are absorbed in their play. They learn the skills they need for their next stage in learning as they begin to write their names on their paintings and identify numbers in the environment. They enjoy exploring how the rain has changed the texture of the sand outside and talk about the differences they can see and feel.

Setting details

Unique reference number	110072
Local authority	Hampshire
Inspection number	10079775
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Colden Common Pre-School Playgroup Committee
Registered person unique reference number	RP521736
Date of previous inspection	28 June 2018
Telephone number	01962 715 401

Colden Common Pre-School Playgroup has been operating since 1974 and registered under its current registration in 1992. It is open Monday to Friday, from 8.30am to 3pm, term time only. The pre-school employs nine members of staff; all but one hold relevant early years qualifications at level 3 and above. The pre-school receives funding to provide free early years education for two-, three- and four-year-old children.

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.

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