

Carisbrooke Preschool

31a Cottess Way, Fareham, Hants PO14 3NF



Inspection date	7 December 2018
Previous inspection date	19 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The provider and staff team are enthusiastic, well-motivated and committed to making further improvements that benefit children's learning. They evaluate the provision effectively and act on the views of the local authority, parents and children successfully to ensure the provision meets the needs of the families.
- Staff know the individual learning needs of all children very well. They use their accurate observations and assessments of children's learning to plan motivating activities that help children make good progress overall.
- Children enjoy the time they spend in the very welcoming, calm and nurturing pre-school. They develop warm relationships with staff and each other. Key-persons support children sensitively and children quickly develop high levels of confidence and self-esteem. Children behave well and learn to manage their feelings effectively.
- Partnerships with parents are strong. Staff have good relationships with parents, who speak very highly of the care provided. Parents are supported to build further on children's learning at home, such as through a book lending scheme.
- Occasionally, staff do not make the most of opportunities for children to try out their ideas and extend their thinking skills as they play.
- Staff do not make full use of opportunities to strengthen children's use and understanding of mathematics, particularly number, to extend their learning in this area further.

What the setting needs to do to improve further

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

- provide higher levels of challenge to support children's thinking skill further
- build on children's developing mathematical skills, including knowledge of numbers to extend their understanding and learning further.

Inspection activities

- The inspector observed children's play during indoor and discussed outdoor play activities with staff, children and parents.
- The inspector looked at a sample of documentation, including staff's suitability checks, action plans and training records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the provider.
- The inspector and provider conducted a joint observation of a group activity where children played a board game.

Inspector

Melissa Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and staff have a good understanding of local safeguarding procedures. Recent training ensures that staff are clear on signs that indicate a child is at risk of harm and what action to take if they need to report any concerns. Effective risk assessment procedures and daily checks help to minimise any hazards to the children's safety. The provider implements thorough procedures to ensure the safe recruitment and ongoing suitability of staff. Supervision sessions, regular training and a programme of professional development are successful in helping staff to develop their knowledge and skills. The provider has introduced good systems to monitor the effectiveness of the learning programme. For example, following recent training, staff have implemented new ideas to improve planning for children's learning and to swiftly identify and act on any differences in learning.

Quality of teaching, learning and assessment is good

Staff are well deployed and interact with the children in a purposeful way, effectively supporting their learning and development. They are responsive to children's emerging interests and learning styles and use these well to help children work towards their next steps in learning. For example, during sensory play activities children explore the texture of malleable dough and are successfully supported to use their imagination to make interesting models. Children's language development is supported well, including those children who speak English as an additional language. For example, they provide children with time to think and express their ideas in their own words.

Personal development, behaviour and welfare are good

Children play in a stimulating environment, which meets their individual needs well. Staff successfully encourage children to develop their independence and their confidence in self-care tasks, such as toileting. Clear routines help children understand expectations. For example, children respond positively to tasks, such as tidy up time and settle quickly to selecting their own snack. Children learn about the importance of healthy eating to promote their good health, such as when they identify and feed unhealthy foods to a gorilla in a board game. There are good opportunities for children to play outside in the fresh air and develop their physical skills. Children learn about similarities and differences and about the community in which they live through exciting topic work.

Outcomes for children are good

All children, including those in receipt of early education funding or who speak English as an additional language, progress well from their individual starting points. They are enthusiastic learners, interested in accessing resources and developing their own play. Children develop strong friendships with other children and readily share resources. They listen attentively during group activities and carefully observe the rules, such as turn taking during a board game. Older children make marks, form letters and learn to write their names. They develop a wide range of skills in preparation for their future learning and move to school.

Setting details

Unique reference number	EY501192
Local authority	Hampshire
Inspection number	10079687
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	20
Name of registered person	Smith, Catherine
Registered person unique reference number	RP910705
Date of previous inspection	19 June 2018
Telephone number	07773031989

Carisbrooke Preschool re-registered in 2016. It is open Monday to Thursday from 9am until 3pm and Friday from 9am until midday. The pre-school provides funded early education for two-, three-and four-year old children. There are four members of staff who work directly with children. The manager holds a qualification at level 3, the deputy manager holds a childcare qualification at level 4, and another member of staff holds a qualification at level 2. A further member of staff holds a level 3 qualification and works occasionally as bank staff.

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