

Holybourne Village Pre-school

Village Hall, Church Lane, Holybourne, Alton, Hampshire GU34 4HD



Inspection date

21 January 2019

Previous inspection date

7 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 manager recognises and builds on the many strengths of her capable staff team. She seeks and respects the views of staff, children and their parents, and plans ambitious improvements as she continues to raise practice across the pre-school.
- The manager monitors children's achievements carefully to check that every child makes good rates of progress across all areas of their learning and development. Staff provide children with a considerable amount of individual attention and teaching.
- Staff help children to understand that their individual views are important and to be respected. For example, children share their opinions and add their vote to a question of the day. They begin to understand that they may not always hold the majority view in a democracy.
- Children develop a good understanding of making healthy choices. For instance, staff support them in learning how to make healthy choices when deciding what to take from their lunch boxes to eat first. In addition, staff model good table manners to children. Children enjoy choosing nutritious snacks and eat a diverse range of fruit. They make good judgements about balancing different types of food.
- Staff have not fully considered different ways for children to practise their early writing skills, such as during imaginative play to help them write for a purpose.
- Staff do not focus precisely enough on challenging children's thinking. For example, they do not fully challenge children to consider how to plan to do things, solve problems or to review how well an approach worked.

What the setting needs to do to improve further

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

- plan further ways to help children practise their early writing skills, such as activities to encourage them write for a purpose
- extend the support given to children to help them identify and think problems through to a conclusion.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and read their views about the pre-school and their children's progress.
- The inspector looked at children's records, and discussed staff's planning and evaluation of activities and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff's training has contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The manager understands her roles and responsibilities effectively. She checks that the committee, staff and regular helpers are vetted and suitable for their roles and responsibilities. In addition, she monitors that Ofsted receives the required information about the committee members in a suitable timeframe. Children benefit from visitors with additional expertise, including speech and language therapists and teachers of French. The manager encourages staff to undertake a wide range of opportunities to extend their professional skills, which helps raise the quality of their teaching to a higher level. Staff are up to date with their training in child protection and know how to help keep children safe, secure and healthy. The manager checks that staff know how to respond swiftly and appropriately to any concerns about a child's safety. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff create varied and exciting play areas inside and outside. Children easily see and choose additional toys, equipment and games to follow through their own ideas and interests. For example, children added puppets and toy petrol stations to extend their imaginative play into more-complex stories. Staff observe and celebrate children's achievements with their parents. They use their assessments well to identify where children need more help and they create opportunities to guide every child towards the next steps in their learning. For example, staff provide many ways for children to recognise their own name in print and identify initial letters.

Personal development, behaviour and welfare are good

Staff know all the children well and quickly develop secure and trusting relationships with them. Children are keen to try new experiences and quickly gain confidence as they master new skills, such as working together to move a tandem up hill. Staff sensitively support children as they grow in independence. Children learn to put on their own coats, peg up their artwork and help to tidy up at the end of the day. Staff are good role models and they have a gentle and positive manner with the children. The atmosphere across the pre-school is calm and children are content in their play.

Outcomes for children are good

All children are socially and emotionally well prepared for school. Children learn to socialise with each other. They learn to take turns fairly and abide by the rules of games they play. For example, older children count and move along spaces in board games, using mathematical language to describe what they are doing. They then assess who is winning and identify how many spaces they need to move to catch up. Children explore their local community and take part in events at the local school. This helps them to understand the features of their community and become familiar and confident in the school environment.

Setting details

Unique reference number	509542
Local authority	Hampshire
Inspection number	10084800
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Holybourne Village Pre-school Committee
Registered person unique reference number	RP904516
Date of previous inspection	7 March 2018
Telephone number	07748 824 942

Holybourne Village Pre-school registered in 2000 and is located in Alton, Hampshire. It is run by a voluntary management committee. On Monday to Wednesday, the pre-school is open from 9am to 3pm, and on Thursday and Friday it is open from 9am to midday, during term time only. The pre-school receives funding to provide free early education for children aged three and four years. There are four staff employed to work with the children, all of whom hold relevant early years qualifications at level 3.

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