

Velmore Preschool

Belmont Hall, Belmont Road, Chandlers Ford, Eastleigh, Hampshire SO53 3EU



Inspection date	21 January 2019
Previous inspection date	19 May 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

This provision is good

- The enthusiastic staff team successfully provides a high-quality learning environment for children in this happy, inclusive pre-school.
- Good-quality teaching helps children progress well from their starting points. Where gaps are identified in learning, staff investigate and ensure children get the help they need to progress.
- Parents are very pleased with the progress their children make, particularly in communication skills and confidence. They report that staff are always welcoming.
- Staff regularly share information with parents about the children's progress and how learning can be supported at home.
- Effective relationships with local schools and focused activities help to ensure children enjoy a smooth transition to school.
- Staff work effectively with other professionals to identify and provide the support children need to make progress.
- Staff speak calmly and respectfully to children and are positive role models. Children behave well.
- Although children have easy access to many story books, they do not have an extensive range of information to support the development of their literacy and general knowledge further.
- Staff do not sufficiently encourage children to learn to recognise their feelings and the feelings of others.

What the setting needs to do to improve further

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

- develop children's knowledge and interest and support their literacy development through broadening the range of information available to them
- increase children's growing awareness of their feelings and the feelings of others.

Inspection activities

- The inspector toured the premises and reviewed resources with the manager.
- The inspector observed the children and staff at play, and observed a planned activity with the manager.
- The inspector discussed the assessment systems and children's progress with staff.
- The inspector took into account the views of five parents spoken to on the inspection day.
- The inspector reviewed documents and discussed leadership and management with the manager.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management ensures that staff have a good understanding of all aspects of safeguarding and the action they must take if they are concerned for the welfare of a child. Staff provide a safe and secure environment in which children play and learn. Members of the management team encourage staff to develop their skills and knowledge through training and performance management. They share good practice and strive to continually improve. For example, they identified that children were not making strong progress in mathematics and successfully focused on improving this aspect of their teaching practice. The feedback of parents, children and professionals is used to reflect on the quality of the provision.

Quality of teaching, learning and assessment is good

Staff adapt their teaching skills to the individual needs of the children, enabling children to make good progress from their different starting points. Children demonstrate their interest in a wide range of activities. For example, they eagerly assist with dough making. Children develop their hand-to-eye coordination as they pour the ingredients and increase their early mathematical awareness as they count the spoonfuls they add to the bowl. Children stir the ingredients and talk about the colour it has changed to. Outdoors, staff challenge the children with the construction bricks and planks. The children build a walkway and demonstrate their increasing coordination and balance as they take turns to walk along it. Staff promote children's communication and language development very well. For example, they ask children questions to encourage them to think, use their knowledge and experiment. Staff listen attentively to the children's responses and extend these into sentences.

Personal development, behaviour and welfare are good

Children arrive confidently and soon become engaged in activities. Staff teach children how to use resources, such as scissors, safely. Children experiment with different tools. For example, they use sieves to sift flour and tweezers to pick up items. Staff talk to children about the benefits of eating nutritious snacks and share information with parents about healthy lunch packs. Children demonstrate an increasing awareness of good hygiene routines. Staff encourage children to be independent. For instance, children learn to put on their own coats and hats. The children talk about their families, go on outings in the local community and benefit from visitors who share their knowledge and skills. For example, a dentist visited and shared resources to encourage children's awareness of good dental care.

Outcomes for children are good

Children are curious and enthusiastic to try all that is on offer. They listen attentively to stories and attempt to write their names. They experiment with paint and independently mix colours and create colourful pictures. Children demonstrate an increasing awareness of size as staff show them how to measure and compare. Children develop the key skills that help to prepare them for their future learning, including school.

Setting details

Unique reference number	EY456954
Local authority	Hampshire
Inspection number	10075338
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	18
Number of children on roll	19
Name of registered person	Velmore Preschool Limited
Registered person unique reference number	RP532220
Date of previous inspection	19 May 2016
Telephone number	07796497771

Velmore Preschool registered in 2013 and operates from Belmont Hall in the Chandlers Ford area of Hampshire. It is open each weekday from 9am to 3pm during school term times. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs four members of staff. Of these, three hold level 3 qualifications and one holds level 2.

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