

# Stower Vale Pre-School

Woodville Stour Provost, Gillingham, Dorset SP8 5LX



<b>Inspection date</b>	25 March 2019
Previous inspection date	13 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders and staff accurately assess children's achievements. They carry out regular observations to find out what children can do, and use this information to plan for their future learning. All children make good progress in their learning from their starting points.
- Partnerships with parents are strong and help to ensure consistency for children. Parents have regular access to children's development records and often share information with their child's key person.
- Staff are good role models for children. They take every opportunity to praise children's positive behaviour. Children learn how to share, take turns and negotiate solving problems and conflicts.
- Children and their families are supported very well. Leaders and staff work in effective partnerships with other professionals to support children's care and learning needs, in order to help them make good progress. Leaders use funding effectively to ensure any gaps in learning quickly narrow.
- Children develop a good understanding of how to keep themselves safe. For example, they help staff check the outdoor area to ensure it is safe and ready for their play.
- Staff do not consistently organise some activities, or manage the transition between some activities, effectively to maintain children's learning.
- Leaders do not support staff as well as they could to develop some areas of their expertise, in order to improve children's play experiences further.

## What the setting needs to do to improve further

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

- review the organisation of some activities and routines to support children to remain more interested and engaged in all learning opportunities
- support staff to develop their expertise in helping improve children's play experiences, to aid their learning even further.

### Inspection activities

- The inspector observed activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks and policies. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed how the manager evaluates the quality of teaching.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. They keep their knowledge up to date through regular training. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Leaders and staff use ideas from training to keep their skills updated, which has a clear impact on children's learning outcomes. For example, they have used their new knowledge well to offer consistent support for children who require extra input or those with special educational needs and/or disabilities (SEND). Leaders and staff monitor children's achievements carefully. They make good use of information about children's progress to make changes where they identify weaker areas in learning. Leaders and staff use self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children. For instance, they have established good opportunities to support children's use of technology in play.

### Quality of teaching, learning and assessment is good

Staff support children effectively to solve problems in their play. For instance, they help children to work together, challenging their ideas to build rafts using a variety of materials which would support a heavy object to float on water. Staff place a clear focus on supporting children to develop good mathematical skills. For example, they encourage children to count the number of skittles they knock down in their games. Children are helped to record their scores using numerals or marks they can explain to others. Younger children and those with SEND are supported well by staff to explore using their senses. For instance, they have opportunities to explore in their play to develop essential muscles in their fingers. This helps them to develop early writing skills.

### Personal development, behaviour and welfare are good

Children have good opportunities to be outdoors on a daily basis to practise their physical skills and be active. Staff teach children about the importance of living a healthy lifestyle. For example, they display colourful photographic daily menus of the nutritious snacks they offer children in the self-service café. Staff support children to understand about the similarities and differences of people in society. For instance, they take part in events to raise funds for children who may be disadvantaged.

### Outcomes for children are good

All children are motivated and independent learners. They receive effective support to develop the skills they need for their future learning and the eventual move to school. Children develop good levels of confidence and are keen to share their knowledge of why some things happen, for example that a wooden train will sink in water because it is heavy. They develop a good understanding of using technology, such as operating cameras to take photographs of others. Children are articulate communicators as they keenly discuss the contents of their lunch boxes with friends and describe the flavours of different foods. Children develop good mathematical skills. They use mathematical language to describe shapes and measurements and recognise numerals.

## Setting details

<b>Unique reference number</b>	139377
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10062628
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 0
<b>Total number of places</b>	21
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Stower Vale Pre-School Committee
<b>Registered person unique reference number</b>	RP519787
<b>Date of previous inspection</b>	13 October 2015
<b>Telephone number</b>	01747 839942

Stower Vale Pre-School registered in 1993. The pre-school operates from premises situated in the school grounds of Stower Provost Community School in Woodville, near Gillingham, Dorset. The pre-school opens Monday to Friday from 9am until 3pm during school term times. Five members of staff work with the children, all of whom hold relevant early years qualifications; one at level 4 and all others at level 3. The pre-school is in receipt of funding for the provision of free early years education for children aged two, three and four years.

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