

# Quetta Park Pre-school

Quetta Park Pre-school, Quetta Park, CHURCH CROOKHAM, Fleet GU52 8TJ



<b>Inspection date</b>	4 April 2019
Previous inspection date	12 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Staff know the children well and successfully adapt their support and expectations to meet children's individual needs. They accurately assess children's learning and help children, including those learning English as an additional language, to quickly achieve their next steps in learning and make good progress in readiness for school.
- Children are very happy and demonstrate high levels of self-esteem and confidence. Staff have high expectations of children and successfully develop positive relationships with them. They manage children's behaviour well.
- The provision for outdoor learning is particularly strong. Staff provide a well-resourced, stimulating environment to support children of all ages to learn independently. They effectively motivate children to develop their physical and problem-solving skills.
- Partnerships with parents are purposeful and successfully support consistency in learning. Parents speak highly of the pre-school, in particular the improvements the new manager has made to strengthen the provision.
- The leadership team has a clear understanding of the areas for development. It acts successfully on the views of the local authority and others to improve the quality of the provision. For example, staff have reviewed the quality of resources of offer after a recent audit, which has improved children's motivation to join in activities.
- Although teaching is generally strong, professional development is not focused precisely enough on raising the quality of teaching to a consistently high level.
- Some daily routines, such as key-person group times, are not planned well enough and do not capture children's interest successfully.

## What the setting needs to do to improve further

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

- strengthen the current arrangements for performance management of the staff to help promote the quality of teaching to the highest level
- review the provision of planned activities, such as key-person group times, so that children enjoy activities that are tailored to meet their individual learning needs more precisely.

### Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector observed the quality of interactions and teaching, and assessed the impact this has on children's development.
- The inspector looked at a sample of documentation, including initial and ongoing checks for staff suitability. She discussed the recruitment of new staff with leaders.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the nominated individual, the manager and a representative from the local authority.
- The inspector conducted a joint observation of a themed water-play activity with the manager.

**Inspector**  
Melissa Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff receive regular training and updates about child protection and wider safeguarding issues. They demonstrate a secure knowledge of the procedure to follow should they have a concern about a child or the behaviour of another adult. The manager works effectively in partnership with other agencies to safeguard children. She follows suitable recruitment procedures to ensure the initial and ongoing suitability of those working with children. Overall, the manager supports staff well to improve their knowledge and skills. They benefit from ongoing training, such as recognised childcare qualifications, to further develop their teaching. The manager closely monitors the progress of groups of children. She uses this information effectively to address any differences in children's learning and to identify further improvements. Leaders make good use of extra funding to provide specific activities that support children's individual learning and development needs.

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

Staff use their experience and/or qualifications well and effectively support children to follow their own ideas and interests. For example, outside children work well together to construct a series of ramps for their cars. Staff use this spontaneous opportunity to effectively promote children's understanding of numbers. They help children to calculate how far the cars might travel and introduce a chalk number line to build further on children's recognition of numbers. Staff use effective strategies to support and extend children's language skills. For example, bilingual staff support children who are learning English as an additional language, such as through simple translation. Children quickly gain confidence in speaking a new language, alongside their own, in readiness for school.

### Personal development, behaviour and welfare are good

Staff support children's emotional needs well, especially during times of change for the families, giving children stability and consistency. Staff value children's opinions and support them well to respect and consider the feelings of others. Clear and consistent routines and expectations support children as they learn to share and take turns with the toys. Children spend time being physically active in the garden. They dig excitedly through the sand looking for pirate treasure or prepare ice-cream treats for their friends in their ice-cream shop. Staff take robust steps to help ensure the safety of children, such as through good staff deployment and supervision of children. They effectively promote the good health of children attending.

### Outcomes for children are good

Children are confident and motivated learners, who develop key skills and knowledge in readiness for school. They develop good physical skills and show high levels of independence. Children express themselves confidently. They ask questions, test their own ideas and work out solutions for themselves. Older children recognise numbers and complete simple calculations. Children follow instructions well and take responsibility for small tasks, such as tidying away resources.

## Setting details

<b>Unique reference number</b>	EY447665
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10101884
<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>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Aldershot Garrison Pre-School Settings
<b>Registered person unique reference number</b>	RP531671
<b>Date of previous inspection</b>	12 November 2013
<b>Telephone number</b>	01252620551

Quetta Park Pre-school registered in 2013. It is one of four settings owned and managed by the trustees of Aldershot Garrison Pre-school settings. The pre-school is located within an old school house on Quetta Park in Church Crookham, Fleet. It is open each weekday from 9am to 3.30pm during school term times. The pre-school is in receipt of funding for the provision of free early education for children age two, three and four years. It employs five members of staff. Of these, three hold appropriate early years qualifications at level 3.

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