

Colden Common Pre-School Playgroup

Colden Common Community Centre, St. Vigor Way, Colden Common, WINCHESTER, Hampshire SO21 1UU



Inspection date	7 May 2019
Previous inspection date	27 November 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

- Significant improvements in the quality of leadership and practice have been made in the last 12 months. The pre-school manager, staff and members of the management committee have worked together very professionally to implement and evaluate many positive changes.
- Highly qualified and experienced staff have embraced opportunities to develop their professional knowledge and skills even further. They willingly reflect on their practice and identify ways to capture children's curiosity and spark their imaginations. This is evident in the exciting play areas they create for children indoors, outdoors and at the allotment.
- The manager evaluates how effective staff are in their teaching and identifies where staff can help children further. She ensures staff follow through guidance from other professionals who work with the children, such as speech and language therapists. Parents and therapists say they can see the benefits of this shared approach in children's progress and increasing levels of self-confidence.
- Staff provide a wealth of interesting and creative activities which encourage children to experiment with tools for early writing. However, they do not routinely use these opportunities to excite or sustain children's interest in writing for a purpose.
- Staff prepare children well socially, emotionally and academically for school. However, they do not consistently maintain their sharp focus on challenging the thinking of higher achieving children.
- Parents and carers are delighted with the pre-school. They praise staff for the quality of their care and the wide range of activities their children look forward to each day.

What the setting needs to do to improve further

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

- inspire and challenge children to think more about what they are doing, to help them to find answers to questions and to extend their learning to even higher levels
- provide children, particularly the older boys, with even more opportunities to discover how much fun it can be to try and write for a purpose.

Inspection activities

- The inspector talked to parents and carers at the beginning of the session to gather their views on the pre-school and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the manager and asked how staff training improved outcomes for children.
- The inspector looked at a range of documentation, including information on staff recruitment, suitability checks and training, and discussed plans for further improvement with the leadership team.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The parent committee is taking an active role in understanding and supporting the development of the pre-school. Committee members know how to check, nurture and celebrate higher levels of practice across the pre-school. The manager's high level qualifications and extensive experience are evident in the very thorough and successful way she addresses new guidance. For example, she monitors children's progress precisely and clearly shows how quickly they are developing in all areas of their learning. Further improvements include additional responsibilities for members of staff and the committee in the crucial areas of safeguarding and child protection. Staff are alert to a broad range of potential concerns and have a very clear understanding of how to act promptly. Safeguarding is effective. All concerned receive training in the use of clear policies and procedures for adding photographs to social media and circulating emails.

Quality of teaching, learning and assessment is good

Staff make good use of their links with local schools, clubs and other early years settings to provide continuity in children's care and learning. They also use these professional networks to share new ideas for teaching and learning. Children freely choose resources that interest them and show good levels of concentration as they investigate and try new experiences. For example, they weigh, mix and pretend to bake with dried pasta and pulses in the role-play area. Staff skilfully nurture children's listening, memory and confidence in expressing themselves through activities, such as storytelling. Children remember lines and rhymes, and successfully use puppets and props to help them accurately sequence events in favourite stories.

Personal development, behaviour and welfare are good

Staff are highly qualified, highly experienced or both. This is evident in the speed that children and parents build positive and trusting relationships with them. However, the manager does not hesitate to link children up with different key persons where their expertise suits children or their parents better. Staff know children well and use their good partnerships with parents to inform their planning around the children's individual interests. For instance, staff observe children's confidence develop as they share their favourite toys and stories with friends. They encourage new children to bring in items from home to open up further opportunities for them to talk to a wider group of new friends. Staff are quick to distract children and model positive behaviour when they see children becoming over-excited. Children develop a good level of understanding of what is right and wrong. They become increasingly responsible for moderating and adapting their behaviour to different situations.

Outcomes for children are good

Children make good rates of progress in their learning. New children settle in quickly. Where they have attended previous settings, staff use and check what is already known about their interests and achievements. No time is wasted in helping children to achieve good outcomes. Additional individual and small-group teaching helps children with delayed speech or social skills to be ready for the next stage in their learning. Older children are active in their local community and well prepared for school.

Setting details

Unique reference number	110072
Local authority	Hampshire
Inspection number	10086949
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	30
Number of children on roll	41
Name of registered person	Colden Common Pre-School Playgroup Committee
Registered person unique reference number	RP521736
Date of previous inspection	27 November 2018
Telephone number	01962 715 401

Colden Common Pre-School Playgroup has been operating since 1974 and re-registered in 1992. It is open each weekday, from 8.30am to 3pm, during term time only. The pre-school employs 10 members of staff who work directly with the children, nine of whom hold relevant early years qualifications at level 3 and above. Three staff hold foundation degrees in education, including one who also holds qualified teacher status. The pre-school receives funding to provide free early years education for two-, three- and four-year-old children.

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