

# Pinewood Family Group

C/o Pinewood Infant School, Pinewood Park, Farnborough, Hampshire  
GU14 9LE



<b>Inspection date</b>	16 May 2019
Previous inspection date	20 April 2016

<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

- The manager, staff and committee work well together to provide children with good-quality care and learning experiences. Together they reflect on and evaluate their service to identify strengths in practice and areas for further improvement. They make changes to enhance the learning experiences children receive, for example the recent garden redevelopment.
- Staff are deployed effectively and supervise children well. They identify and manage risks well. Staff encourage children to take age-appropriate risks and teach them routines that maintain their own physical welfare.
- The organisation of the pre-school environment, both indoors and outside, motivates children's play. This is particularly effective in promoting children's physical play. For instance, children thoroughly enjoy building a low-level 'wooden bridge' and practise walking along this, to help develop their good coordination skills.
- Staff place a strong focus on building children's personal, social and emotional development. They develop good relationships with children and reinforce expected behaviour boundaries with kindness and respect. Consequently, children behave well and develop strong bonds with staff and each other.
- Staff develop extremely good partnerships with the local school. They share detailed information to help staff know how they can prepare children for their future learning. This helps staff to plan and provide activities that support all children, including those with special educational needs and/or disabilities (SEND), to gain skills in readiness for school.
- At times, the staff do not give children enough time to think through and express their ideas in response to their questions.
- Although staff have developed good relationships with parents, the arrangements to engage parents with their children's learning and experiences in the pre-school are not fully effective in all cases.

## What the setting needs to do to improve further

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

- enhance teaching strategies to give children more time to think about and respond to questions, to develop their independent thinking skills
- strengthen partnership working with parents to develop highly successful approaches that engage all parents in their child's learning in the setting and at home.

### Inspection activities

- The inspector spoke to children and staff at convenient times, during the inspection.
- The inspector spoke to parents on the day of the inspection and took account of their views and those provided in writing.
- The inspector observed the quality of teaching and the impact this had for children's learning and overall progress.
- The inspector looked at children's records and the pre-school's policies and procedures, including those related to the suitability of staff.
- The inspector met with members of the committee and the manager, to discuss children's progress and self-evaluation.

#### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The committee, staff and manager have a good understanding of their roles and responsibilities to keep children safe. Staff work closely with other agencies involved in children's care to ensure their welfare is promoted effectively. Staff know how to identify and report any child protection concerns, to ensure children are kept safe. The manager implements regular supervision, coaching and support for staff. This helps to ensure that the quality of teaching continually improves. Staff benefit from training to build on their knowledge and skills. For instance, recent training has been used to implement strategies to successfully support children's behaviour. The manager monitors children's progress closely. She ensures any additional funding is used effectively to enhance children's progress. Parents receive regular information about their children's progress, to keep them informed of their key achievements.

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

Staff have a good knowledge of their key children. They regularly observe and assess what children know and can do, to plan for their next steps in learning. They provide an interesting range of activities which motivate children's play. For instance, older children enjoy using paints and brushes to practise making marks. Staff capture this opportunity to teach children about writing some letters, to help develop their early literacy skills. Staff capture younger children's interests and help to build on what they know and can do. For instance, as younger children sit for 'rhyme time', staff teach them the different names of colours. Children hear and repeat these new words enthusiastically, to help build on their growing communication skills.

### Personal development, behaviour and welfare are good

Staff encourage children to try new activities and provide appropriate support to build children's good levels of confidence and self-esteem. Children develop a positive 'can-do' attitude to their learning and are confident to try new things. Children are very kind and considerate and show genuine care for one another. For instance, one older child talks to the inspector about how this is her 'little friend' and how it is important to help him. She sensitively offers help to him as he plays outside and he relishes the opportunity to make a new friend. Staff help children to learn routines that promote their good physical health. For instance, children enjoy a wide range of fruits for snack time. Staff help them try new foods and talk about the benefits of healthy eating.

### Outcomes for children are good

All children, including those with SEND and those in receipt of additional funding, make good progress from their starting points. Older children gain good concentration in activities and persevere at tasks to gain confidence in their new skills. For instance, older children learn how to use cutlery at mealtimes confidently. Younger children learn how to count and recognise some numbers in written text. Children gain good physical skills, such as learning how to throw and catch balls. Children gain confidence in their own abilities. They build strong friendships and are enthusiastic learners. These skills help them to be ready for their next stage in learning, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	507921
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063350
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Pinewood Family Group Committee
<b>Registered person unique reference number</b>	RP519735
<b>Date of previous inspection</b>	20 April 2016
<b>Telephone number</b>	01252 524 068

Pinewood Family Group registered in 1983 and operates from a classroom within Pinewood Infant School in Farnborough, Hampshire. The pre-school is open Monday to Friday from 8.45am to 3.15pm, during term time only. There are seven members of staff, six of whom hold relevant early years qualifications at level 3 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

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