

# The Lighthouse Preschool & After School Club



Junction 6, Everest Community Academy, Oxford Way, Basingstoke RG24 9UP

<b>Inspection date</b>	21 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	

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 well-qualified staff provide a good range of activities to promote children's enjoyment and support them to learn and develop. They work effectively with parents to help children settle and become very confident and self-assured. Parents receive ongoing information about their children's progress so that they can continue their learning at home.
- Managers monitor the progress that groups of children make in their learning. This helps them to identify potential gaps and provide targeted support, to help raise outcomes for children.
- All children, including those with special educational needs and those who speak English as an additional language, make good progress from their individual starting points.
- Managers and staff work closely with other professionals involved in children's care. This helps them to support vulnerable families and children, so that they access the support they need to help children thrive.
- Children behave well. Staff provide regular praise as they recognise children's efforts and achievements. This helps to raise children's confidence and self-esteem.
- On occasions, staff do not respond to children's interests and adapt activities to further extend their concentration, to help fully engage them in activities.
- Staff do not consistently make the best of opportunities that arise to help teach children about risks. For example, when children run indoors, staff do not reinforce the pre-school rules to help children understand that this is not safe.

## What the setting needs to do to improve further

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

- respond consistently to children's emerging interests and challenge their learning to the highest level
- strengthen the support for children to learn about risks and staying safe.

### Inspection activities

- The inspector asked managers and staff questions throughout the inspection, to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed relevant documentation, including evidence of staff qualifications, paediatric first-aid training and public liability insurance.
- The inspector completed an observation of an activity with the manager and discussed the self-evaluation process with the managers.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

Managers use many methods to evaluate the provision. For example, they seek the views of parents and staff, and complete quality improvement audits to help raise standards to a high level. Safeguarding is effective. Managers ensure that staff have a secure understanding of the procedures to follow if they have concerns for a child's welfare. They regularly assess staff's ongoing suitability. Recruitment, vetting and induction procedures are robust, and managers implement them consistently. Partnerships with parents are strong. The managers encourage regular communication and involve parents in all aspects of their children's learning. They value parents' contributions highly and regularly discuss children's progress and next steps with them. Staff receive good levels of support to help them improve their skills. They attend regular training to update their knowledge and share what they learn with other practitioners, to help develop teaching overall.

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

The well-resourced play areas indoors and outdoors help children to make independent choices in their play and develop skills across all areas of learning. Staff support children's literacy skills extremely well. For example, they display letters indoors and outdoors and children spontaneously point to these, name the letter sounds and corresponding words beginning with these sounds. Staff extend their learning further, for example when they say simple three letter words and ask children if they can identify which letter comes first and last. There is an abundance of opportunities for children to use mathematical language during their play. For instance, as they create beanstalks using dough, they talk about the length of these and make links that the longer they are the heavier they will be. Staff promote children's problem-solving skills highly effectively. This is illustrated when children attempt to push a train through a tunnel and discover it will not fit, as it is too tall. Staff encourage them to think about ways to raise the height of the tunnel, and children identify that they can use bricks to make the tunnel taller so that the train will fit.

### Personal development, behaviour and welfare are good

Children demonstrate that they are happy and flourish in this warm and welcoming pre-school. Staff have a good knowledge of the children in their care and go to considerable lengths to ensure that children's individual needs are met. All staff are good role models and have a calm and consistent approach to ensure that all children are valued. Children follow robust hygiene routines and benefit from regular fresh air and exercise. They show great confidence as they explore the stimulating environment with self-assurance.

### Outcomes for children are good

Children develop the skills they need for the next stage in their learning, including school. They are happy and confident individuals who demonstrate a strong drive to learn. Children play well together and show high levels of imagination as they share their thoughts and ideas while acting out familiar role-play scenarios and stories.

## Setting details

<b>Unique reference number</b>	EY544883
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10099552
<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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	The Lighthouse Learning Hub Community Interest Company
<b>Registered person unique reference number</b>	RP544882
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07555143261

The Lighthouse Preschool & After School Club registered in 2017. It is based in the Junction 6 building on the grounds of Everest Community Academy, Basingstoke, in Hampshire. The pre-school offers care during term time only with a range of sessions from 8am to 5pm, Monday to Friday. There are currently six members of staff employed. Of these, two hold qualified teacher status, two hold level 3 qualifications and one holds a level 2 qualification. The pre-school receives funding to provide free early education for children aged, two, three and four years.

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