

The Village Preschool

Upham New Millennium Village Hall, Mortimers Lane, Southampton,
Hampshire SO32 1HF



Inspection date	22 May 2019
Previous inspection date	14 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Partnerships with parents are well established. They feel informed about how their child is developing and happy that they can contribute to their child's learning. The setting holds regular coffee mornings for parents to meet each other and to share their ideas and experiences of their child's learning.
- Staff respond well to children's needs and identify quickly when children may need further support. Children's differing abilities are acknowledged and staff adapt the way they teach in order for all children to understand.
- Children behave remarkably well. They understand the boundaries and expectations on them and independently follow routines. Children remind each other when they need to take turns. They understand that they must wear aprons when painting and older children can independently manage their self-care.
- Children's development levels are assessed when they start at the setting and monitored regularly. Children are making progress and any gaps in their development are identified quickly.
- On occasion, some children are not given the full amount of time they require to fully explore the things that interest them.
- Sometimes, opportunities are missed to help children learn about the benefits of healthy eating.

What the setting needs to do to improve further

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

- allow those children who want it, more time to fully explore the things that interest them
- create more opportunities to help children learn about the benefits of healthy eating.

Inspection activities

- The inspector and the deputy took part in a joint observation.
- The inspector viewed the setting's policies and procedures.
- The inspector observed children inside and outside.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a range of documents, including children's progress reports and registration documents.

Inspector
Pippa Clark

Inspection findings

Effectiveness of leadership and management is good

Management have a well-organised and established programme for staff's professional development. They ensure that all staff attend regular training to improve their knowledge, understanding and practice. There is a robust and well-organised staff recruitment programme. All staff are well supported from their induction onwards. Management regularly evaluate practice and do this alongside parental feedback. They recently altered the opening times following suggestions made by parents to support other commitments. Safeguarding is effective. Staff are well aware of their duty to safeguard children and the procedure to follow if they had concerns about a child's welfare. Where there are targeted interventions, the management have very strong partnerships with external agencies.

Quality of teaching, learning and assessment is good

Staff support children's learning well. They offer a range of experiences to children and provoke thought. For example, staff show children how static electricity builds using a balloon and the effects of this on our hair or other items. Staff offer a wide range of activities that support children's overall development. Children take part in an art activity whereby they match marks made to corresponding numbers. During small-group activities children enjoy taking turns in choosing puppets that represent nursery rhymes and singing songs that entail counting. Staff give clear messages about safety and encourage children to assess their own risk and take steps to manage this independently.

Personal development, behaviour and welfare are good

The environment indoors and outdoors is organised well and arranged in a way that is inviting. The environment is planned to reflect children's interests. Children are individually welcomed into the setting by their key person and they confidently follow routines. Children hang their bags on their individual peg and choose the activity they wish to take part in. Children enjoy having their mealtimes together. Staff encourage children to pour their own drinks and spread the butter on their crackers. Children share their memories about their experiences within their local community. They talk to each other about their regular visits to the local farm to see the cows.

Outcomes for children are good

Children play imaginatively with each other in the outdoor mud kitchen. They share what their favourite flavour of cupcake is while mixing together natural ingredients that they find in the garden. Children organise each other to make sure they each have a turn in pushing cars down a hollow tube. They call each other's names and use their listening skills to hear when it's their turn to catch them. Transitions are supported very well and children are prepared for the next stage in their learning.

Setting details

Unique reference number	110224
Local authority	Hampshire
Inspection number	10063288
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	37
Number of children on roll	48
Name of registered person	Parry, Claire Jane
Registered person unique reference number	RP910930
Date of previous inspection	14 March 2016
Telephone number	01489 861330

The Village Pre-school registered in 1995. It is a privately owned group and operates from Upham New Millennium Village Hall, Hampshire. The pre-school opens five days a week during school term times and sessions are from 7.30am until 5.30pm. A team of 10 staff work with the children and of these, seven hold early years qualifications, including early years professional status. The pre-school receives funding for two-, three- and four-year-old children.

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