

# Inspection of Brockenhurst Pre School

Village Hall, Highwood Road, Brockenhurst, Hampshire SO42 7RY

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Inspection date: 13 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The supervisor has a clear vision for the quality of the setting and the positive impact it has on the children. The management committee has a clear overview of the setting. It supports the vision and successfully promotes it. Staff understand the expectations of the management committee and the importance of their role as effective teachers.

The supervisor highly values children's understanding of their place in the local community. Children have a range of opportunities to engage with the wider community. For example, they regularly attend a luncheon club for older residents in the village.

Staff have high expectations of all children. They work hard to deliver a curriculum that supports children's development. Children's individual needs are carefully considered. Staff use their knowledge of children's interests effectively to build on their skills and knowledge.

Staff welcome parents and children at the start of each session. Children settle quickly and choose activities that interest them.

Children behave well, they know the boundaries and respond promptly to gentle reminders when they are given. Staff model good relationships with each other, which the children respond to and mirror. Children show care and respect for each other and enjoy sharing play opportunities.

### What does the early years setting do well and what does it need to do better?

- The supervisor designs a curriculum that develops children's independence and self-confidence. Staff have a clear understanding of what they are teaching children. Children explore a range of opportunities indoors and out. They take responsibility for their own learning and accept support when offered by adults. Teaching is effective and meets children's developmental needs. Assessment is accurate and effectively informs children's next steps. Children's progress is tracked using key workers' detailed knowledge. Staff use activities skilfully to meet the needs of children across the full age range. For example, during a play-dough session, there were opportunities for children to develop fine-motor skills, while introducing new vocabulary to younger children.
- Children are positive about and engaged with their learning. They engage enthusiastically, concentrate on activities they enjoy, show curiosity and are confident in taking risk and exploring new ideas. Children benefit from the wide range of opportunities offered. Children show care and consideration towards each other and adults. For example, one of the youngest children checked that

the inspector had washed his hands prior to snack time and offered to dry them.

- Children make good progress across the setting. Children understand their emotions and manage them appropriately. They settle quickly at the start of the session and respond positively to adults. Children seek comfort when upset and receive care and consideration. For example, a child sought out an adult during a singing session and responded quickly to her gentle warmth. Children confidently talk about home and their place in their family. Children support each other when identifying risk and offer support to explore solutions. For example, when extending a balance bridge, they identified the wobbly beam and explored ways to steady it. Children learn about numbers and new mathematical concepts. They do not always understand how to translate their learning into context. For example, children do not use mathematical concepts in their everyday play.
- Children understand the importance of washing their hands and respond to this in a positive way as part of their daily routine.
- The supervisor accurately identifies areas for development. For example, she has reviewed resources across the setting. As a result, children have greater access to more targeted toys, books and equipment.
- Staff are happy in their role and positive about the leadership of the setting. Parents value the contact they have with staff and the sharing of information about children's learning and next steps. They value the quality of care and commitment staff show towards their children. Staff know and understand their roles well. However, there is no focused professional development plan to build on individual strengths, to develop teaching skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has a secure understanding of her role. She accesses regular updates from the local authority and uses these to inform in-house staff training. As a result, staff understand their responsibilities, how to report concerns and how to use records effectively to support this. They understand the importance of strong relationships with families. Members of the management committee understand their role and provide appropriate support to the supervisor.

## What does the setting need to do to improve?

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

- review staff professional development plans to identify suitable opportunities that build on existing practice and help improve children's outcomes further
- help children to use their learning about mathematics in everyday activities and play.

## Setting details

<b>Unique reference number</b>	109732
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063158
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Brockenhurst Pre-School Committee
<b>Registered person unique reference number</b>	RP910872
<b>Telephone number</b>	01590 622861
<b>Date of previous inspection</b>	30 September 2015

## Information about this early years setting

Brockenhurst Pre School registered in 1968 and is managed by a voluntary committee. It operates from a room in the village hall in the Brockenhurst area of the New Forest, in Hampshire. The pre-school is open each weekday during term times only, from 8.45am to midday, with the option for children to stay at the lunch club until 1pm. The pre-school receives funding for free early education for children aged two, three and four years. It employs four staff to work with the children; two hold early years qualifications at level 6 and two at level 4.

## Information about this inspection

### Inspector

Anthony Harper

### Inspection activities

- The inspector observed a range of activities across the pre-school, indoors and outdoors.
- The inspector met with the manager and discussed the impact of teaching on children's learning.
- The inspector spoke with parents and reviewed children's development records.
- The inspector reviewed a range of children's records and planning documents, policies and procedures, evidence of staff suitability and other relevant documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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