

Inspection of Deux Chats Pre-School Limited

Holy Trinity Church, Windsor Way, ALDERSHOT, Hampshire GU11 1JG

Inspection date: 21 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children enjoy attending this welcoming nursery. They arrive happily and settle quickly, waving goodbye to their parents and putting away their coats and bags. The effective key-person system means children build strong attachments with staff and seek them for reassurance and cuddles when needed. Children receive regular praise after they make attempts to put on their coats and zip them up to go outdoors. This supports their confidence and self-esteem.

Children relish in their interactions with staff and include them in their play. For example, they use scoops to fill containers with soil, as they pretend to plant vegetables together. Children develop good speech and language skills. They sing songs, read stories such as 'Dear Zoo', and take joy in having conversations with staff and other children. Children's literacy skills are supported well. For instance, books, including those in dual languages, are available for all children to share, with staff or with their friends, to develop children's love of reading. Children's home languages are valued in the setting. Staff communicate with children through the use of visual cues and keywords in their home languages. This helps children to share their needs, wants and wishes.

Children are safe and secure. They confidently explore the indoor and outdoor environment, as they climb, dig in sand and explore a range of interesting activities, which support their good physical development. Children demonstrate a positive attitude to learning and behave well. They are respectful of each other and play cooperatively. Children learn about making healthy choices at snack time. They choose from a selection of fruit and cereals and sit together, as they enjoy the sociable mealtimes.

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

- The manager has a clear vision about delivering quality education, which is shared by staff. They understand the importance of sequential learning and teach children the skills and knowledge needed for the next stage of learning, such as starting school. Overall, the quality of teaching is good and staff deliver the curriculum well. Additional funding is used well to target support for disadvantaged children, for example by providing specific resources to support the children's needs. However, staff do not always use opportunities as they arise, to build on what children know and can do, to extend their learning further.
- Staff have a good knowledge and understanding of children's needs and abilities. Staff recognise additional support some children need and quickly put additional strategies in place to meet those. All children, including those with special education needs and/or disabilities, make good progress in their learning.

However, staff do not gather a full range of information from parents, to help inform their planning and support children to make the best possible progress.

- The nursery is inclusive and welcomes staff and families from a diverse range of backgrounds. Children explore and learn about festivals celebrated by children and families in the setting, such as Dashain. This helps to support children's understanding of their own cultures, and to understand and be respectful of the cultures of others. Collectively, staff and the manager strive to continually provide the best care to families who are disadvantaged or suffering hardship. They offer support and links to services which families may need.
- Partnerships with parents is strong. Staff use a variety of ways to communicate with parents, such as daily updates and newsletters. For those parents who speak English as an additional language, staff seek ways to communicate in their first language. Some staff speak two languages, which helps them to share key information. This helps to ensure that all parents are included in children's learning experiences. Parents have very high regard for the nursery and staff. They comment that their children are happy, they feel safe and are making good progress in their learning. Parents appreciate the support from staff with ideas and strategies to support children's learning at home.
- Staff well-being is high. All staff feel well-supported and enjoy working as a team, resulting in a high level of staff retention. Managers use regular supervision meetings to focus on staff practice. Staff have the opportunity to participate in a wide range of professional development opportunities to extend their early years knowledge. However, staff professional development is not always targeted specifically to build on their teaching skills, to help raise the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

All staff have sound knowledge and understanding of how to safeguard children. Leaders ensure that staff receive regular safeguarding training, including wider safeguarding concerns, such as county lines, female genital mutilation and the 'Prevent' duty. The manager checks staff knowledge, for example through safeguarding quizzes, to ensure they are able to identify signs of abuse and how to report concerns about child's welfare or a colleague's conduct. The manager ensures that staff are suitable to work with children, including on an ongoing basis. Staff are deployed effectively and supervise children well.

What does the setting need to do to improve?

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

- strengthen systems for gathering information about all children's individual needs, when they first start and on an ongoing basis, to help staff consistently

support their learning

- focus more precisely on staff's professional development to help raise the quality of teaching even further.

Setting details

Unique reference number	EY464724
Local authority	Hampshire
Inspection number	10264910
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	33
Name of registered person	Deux Chat Pre-School Limited
Registered person unique reference number	RP532746
Telephone number	07786 084220
Date of previous inspection	29 June 2017

Information about this early years setting

Deux Chats Pre-School Limited first registered in 2003 and re-registered in 2013. The pre-school operates from Galpin Hall, Holy Trinity Church, in Aldershot, Hampshire. It is open from 9am to 2.30pm, Monday to Thursday, and 9am to 12pm on Fridays during school term times. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are four staff working with the children, all of whom hold appropriate qualifications at level 3 and above. The manager is qualified at level 6 and two staff hold a qualification at level 5.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector carried out a joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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