

Inspection of Court Moor Community Playgroup

Court Moor School, Spring Woods, Fleet GU52 7RY

Inspection date: 15 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are safe and very happy at the pre-school. They have very good relationships with their key persons, who know them well. Staff gather information about children before they start attending the setting. This helps new children to settle quickly. Staff swiftly identify and target areas for development, particularly when children are not making expected progress. Staff support children who speak English as an additional language by learning keywords in their home language. This helps children to communicate and increases their sense of belonging.

Leaders have a clear vision for their curriculum and focus on the prime areas of development. Staff provide a wide variety of exciting activities for children to choose from. They are mindful of children's interests and use these as starting points for further activities. For instance, children's interest in minibeasts is used to investigate insects in the environment. They find bugs in the garden and learn about bees. This helps to widen children's knowledge of the subject and the world around them.

Children are curious and become deeply engaged in their play. They concentrate well and keep trying to master tricky skills. For example, younger children enjoy launching bean bags into the air by jumping on planks of wood. Staff encourage them by using single-word instructions. This helps children to develop the individual skills that they want to achieve.

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

- Staff have a secure understanding of how children learn. They use a variety of highly effective strategies in their teaching to deliver their intended curriculum. For instance, staff engage children in discussion as they explore large and small blocks of melting ice. Children are fascinated as they observe the smaller cubes of ice sticking to the larger block of ice. The genuine reaction of the practitioner motivates children to offer ideas, suggesting it might be 'magnetic'. This develops children's thinking and vocabulary and strengthens their observational skills.
- Staff support children's speech and communication well. They listen to children and check that they have understood children's meanings correctly. Children who speak English as an additional language make consistent progress. Staff encourage children to speak clearly and repeat new words. For example, children who are playing board games name the shape on the face of the dice. When children are unable to use speech, adults try to verbalise the child's thinking. This helps all children to communicate.
- Children's behaviour is good. They listen to adults and each other and are respectful. Leaders place a high importance on taking turns, which is

demonstrated in children's play. Older children take turns with popular toys independently.

- Generally, staff interactions are supportive of children's learning. For instance, they narrate the children's play and emphasise key words in their interactions to help to enhance children's understanding. However, on occasion, such as during group time, staff are not deployed as effectively. At these times, children do not benefit from high-quality interactions with staff.
- Staff promote children's independence. For example, children open their lunch boxes with minimal help and use the dustpan and brush to sweep the floor. They persevere as they put their shoes on and seek support from an adult if needed.
- Parents speak highly of the pre-school and the care that their children receive. They have excellent relationships with their child's key person and work in partnership with them. They feel that their children are ready for the next stage of their education. Parents value the inclusive feel of the pre-school.
- Staff teach children about healthy food choices through games and discussions. Children know what foods are good for them to help them grow strong and healthy. Staff discuss the importance of keeping hydrated and remind children to drink water regularly. Children confidently ask adults to refill their bottles once they have finished them. Children are offered opportunities to play actively outdoors. For example, they climb, balance and throw balls through hoops held by staff.
- The manager is very 'hands on' and leads by example. Staff feel well supported and confident to raise any questions or worries. The manager makes good use of networks in the community to keep abreast of changes and update her knowledge. Staff receive regular training and meet daily to plan. Leaders make highly effective use of funding to support children, particularly those from disadvantaged backgrounds and those with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their role to protect children from harm. Staff are alert to signs and symptoms of neglect and abuse, and have a secure understanding of what action to take if they encounter any issues. They have knowledge of the 'Prevent' duty, female genital mutilation, and county lines. If staff are worried about the conduct of another member of staff, they know how to record, report and refer the concern. The pre-school has effective risk assessment procedures in place to minimise safety risks.

What does the setting need to do to improve?

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

- improve staff deployment during routine times of the day to provide children with consistently high-quality interactions.

Setting details

Unique reference number	EY488492
Local authority	Hampshire
Inspection number	10289322
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	20
Number of children on roll	22
Name of registered person	Court Moor Community Playgroup CIO
Registered person unique reference number	RP902547
Telephone number	01252 810141
Date of previous inspection	21 November 2017

Information about this early years setting

Court Moor Community Playgroup registered in 2015. It is located in Fleet, Hampshire. The pre-school opens from 9am to 3pm, Monday to Friday, during term time. It receives funding for free early education for children aged two, three and four years. There are 10 staff employed to work with the children, all of whom hold appropriate childcare qualifications at either level 2, level 3 or level 5.

Information about this inspection

Inspector

Jacqui Szrejder

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.

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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