

Inspection of Burghclere Preschool and Toddler Group

Portal Hall, Church Lane, Burghclere, Newbury, Berkshire RG20 9HX

Inspection date: 12 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children confidently follow the routines on arrival, including self-registration and putting their belongings away. They settle easily, making their own play choices, and engage well in learning. Children form positive relationships with each other. Staff support children's developing understanding of sharing resources, such as using sand timers to take turns. Children develop trusting bonds with the staff, who provide caring and kind reassurance when needed. Children develop a good awareness of hygiene expectations. On the day of the inspection, staff supported younger children to understand their need to use the 'sniffle station'. They guided children in how to use tissues and clean their hands afterwards.

Staff engage positively with children during their play and activities. They have a good knowledge of children's individual learning needs, including those who may need some extra support. Overall, staff provide consistently good teaching and implement the curriculum learning intentions securely. For example, they model language to children and extend their vocabulary well. Staff encourage children to recall information, such as from familiar stories. Focused and short group activities support children to listen and concentrate. Staff help children to use the knowledge they have gained, such as mathematical understanding. For example, staff encouraged children to count bounces on the trampoline and to look for different-sized items during role play.

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

- The key committee members have a good oversight of the pre-school. They understand their responsibilities to monitor the pre-school and work closely with the manager. During the inspection, evidence was provided to demonstrate that all committee members have now submitted the required information to Ofsted to enable their suitability to be reviewed.
- New staff supervision arrangements are in place. These help to evaluate staff's practice accurately and identify their professional development needs. Staff feel they are supported well.
- Staff have developed their understanding of the curriculum to implement this well. They complete regular observations and assessments to identify children's progress and next steps in learning. Staff know their key children's needs and how to support them well.
- When children need extra support, staff put in place specific targets, support and resources to help them to progress. They use and teach all children Makaton signing along with visual timetables. This supports all children to communicate and gain understanding, such as knowing what happens during the daily routine. In addition, staff provide resources that reflect children's backgrounds, such as books in the languages children speak at home.

- Children enjoy books, and staff read to them regularly. Staff join children at their self-chosen play and activities and engage them in discussions and conversations. Sometimes, staff's interactions do not fully consider children's needs to think and respond with their own ideas and thoughts. Nevertheless, staff provide positive encouragement to help motivate children's learning. This helps to promote children's enthusiasm for taking part in play and activities.
- Staff teach children about emotions to help them understand about these and learn how to manage their feelings. Children behave well, and most show they understand the expectations, such as to line up to go outside. On occasion, staff do not consistently enhance children's further awareness of positive behaviours. For instance, at times, some staff do not offer clear explanations or help children reflect on the expected behaviours to embed their knowledge more effectively.
- Children develop their large and small physical skills effectively. They use a variety of resources and equipment to help them develop control, balance and coordination. For example, children confidently rode two-wheeled bikes with stabilisers outside and negotiated different levels of an obstacle course.
- Staff promote children's independence strongly. They give children time to manage tasks for themselves and they offer and provide support when needed. Children learn to put on their own coats and change their shoes. They manage their own care needs, for example visiting the toilet and washing their hands before eating. Children learn about healthy lifestyles, such as through discussions and choosing healthy snacks.
- There are strong partnerships with parents. Staff communicate with them effectively. Parents are highly complimentary about the pre-school. They comment positively about the staff and the progress their children have made since starting, such as in their language and social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build further on staff's practice to help children reflect on the positive behaviours expected to help them gain a deeper understanding of the expectations
- enhance staff's teaching skills to promote children's thinking skills to help children contribute their own views and ideas, such as during discussions.

Setting details

Unique reference number	110412
Local authority	Hampshire
Inspection number	10293574
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	22
Name of registered person	Burghclere Pre-School and Toddler Group Committee
Registered person unique reference number	RP517960
Telephone number	07749 316968
Date of previous inspection	27 April 2023

Information about this early years setting

Burghclere Preschool and Toddler Group is run by a committee and registered in 1999. It is located in the village of Burghclere, Hampshire. The pre-school is open Monday to Friday from 9am to 3pm, term time only. It receives funding to provide free early education for children aged two, three and four years. There are a total of eight members of staff, including the manager and two bank staff, who currently work regularly with the children. Of these, seven staff hold early years qualifications at level 3.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager took the inspector on a learning walk and discussed the aims and rationale of the early years curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity to support children's language development and sensory exploration.
- The inspector interacted and chatted to the children during the inspection.
- Discussions and meetings were held with the staff, manager and nominated individual during the inspection.
- Some parents spoke to the inspector and provided feedback about the pre-school.
- 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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