

# Inspection of Talbot View PreSchool

Talbot View Community Centre, 3 Alder Park, Alder Road, Parkstone, Poole BH12 4AY

---

Inspection date: 21 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed into the pre-school by nurturing staff, who are well prepared for the children to begin their learning. Staff plan an effective curriculum to help children make good progress and be ready for the move to school. Staff have high expectations for children to achieve and there are very good methods to monitor each child's progress. Staff identify any gaps in children's learning and use children's interests to narrow the gap. For example, staff identify that children are interested in birds. They provide a wide range of activities, such as making nests from dough and shredded paper, which helps children's creative skills. Children make bird feeders and identify different types of birds that you may see in the garden, developing their love of the natural world. They count how many birds they see during the session in the garden and keep a tally sheet, developing their mathematical skills.

Children behave well and are kind and considerate. For example, they offer to share and are polite and well mannered. Staff praise children at the end of each session for their achievements. For example, they thank them for helping to tidy up and for 'offering to share the blue bike'. Children beam with pride as their friends and the adults clap, building their confidence and self-esteem.

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

- Staff build positive relationships with parents and carers. Parents report that they like the home-from-home feel where children call the staff 'auntie'. They talk about how their children's confidence has grown. Parents who speak English as an additional language feel well supported and staff have really helped their children with their communication and language skills.
- The key-person system works well because staff know their key children really well. They know what the children already know and what they need to learn next. Staff work closely with the parents so they have an accurate picture of what the children can do at home to help them plan the next stage in the child's learning effectively.
- Children have good opportunities to practise their small- and large-muscle control and build their core strength. For example, staff set up a range of equipment for children in the hall, such as a child's cross-trainer, mini trampolines, an A-frame climbing frame and slide and resources to practise their balance. In addition, children use mini tongs to pick up resources and put them into different containers, developing their fine muscle control and helping to prepare them for early writing.
- There are good recruitment and vetting procedures to ensure staff are suitable to work with children. Staff receive a comprehensive induction and regular supervision sessions to make sure their knowledge is up to date. Staff work well

together as a team and benefit from the manager and deputy manager supporting their health and well-being.

- Staff promote children's communication and language development well throughout the session. For example, when children were looking at different birds with a member of staff, she introduced words to increase their vocabulary, such as 'budgerigar' and 'parrot'. Staff role model language to the younger children, talking about what they are doing during their play. This supports children in learning how to communicate. In addition, staff use picture cards to help children understand what they need to do now and what is going to happen next. All staff have communication cards on their lanyards to help them with prompts for the younger children.
- Older children are independent learners and know the routines well, so they know what to expect. Younger children are learning the routines. However, at times, all the children go to the bathroom together and to wash their hands ready for snack. This takes a long time and children miss out on being engaged in meaningful learning.

## **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:**

- improve toilet and handwashing routines during times when all the children go together, to make sure that children are engaged in meaningful learning and not waiting for long periods.

## Setting details

<b>Unique reference number</b>	EY365502
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10317400
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Woollard, Beverley
<b>Registered person unique reference number</b>	RP513747
<b>Telephone number</b>	01202 746764
<b>Date of previous inspection</b>	17 May 2018

## Information about this early years setting

Talbot View PreSchool registered under the current ownership in 2007. It is located in Parkstone, Poole, Dorset. The pre-school is open Monday to Friday during term time. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs eight members of staff, all of whom hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Lorraine Sparey

## 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 provider.
- The inspector spoke to parents to gain their views.
- The manager and the inspector completed a learning walk and discussed the curriculum.
- The inspector and the deputy manager completed a joint observation and discussed the findings.
- The inspector spoke with children and staff at various times throughout the inspection.
- The manager, the deputy manager and the inspector held a meeting to discuss the leadership and management of the setting and to view documentation, such as staff records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024