

Bordon Garrison Preschool and Creche

Kildare Road, Bordon, Hampshire, GU35 0HL

Inspection date	11/12/2013
Previous inspection date	23/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The children are welcomed into a warm, friendly setting where they are valued and included to ensure none are disadvantaged.
- Children thoroughly enjoy their time at the setting. Children of all ages are happy and confident.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- A very good partnership between the nursery and parents ensures key information is shared between them.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.

It is not yet outstanding because

- Planning does not always clearly show the learning outcomes of activities to enable all staff to skilfully question children during activities to extend their learning as well as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full report

Information about the setting

Bordon Garrison Pre-school and Creche registered in 1989. It operates from a building which is part of the Garrison community and located in Bordon, Hampshire. The provision serves Bordon Garrison and the local community and is run by a voluntary management committee. The children have access to outdoor play areas. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 146 children on roll in the early years age group. Children are able to attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and also children learning English as an additional language. The provision opens five days a week during school term times. Sessions are from 7.30am until 5.30pm. It includes a breakfast and after school club for older children of siblings who attend the provision. There are 22 full and part time staff working with the children, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

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

- clarify the learning intention of activities to enable staff to better support and extend children's learning through discussion and open questions which encourage them to think.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at the nursery. Most arrive confidently and are keen to begin their day. They are making good progress as they take part in a varied balance of adult-led activities and free play. The educational programmes ensure the children are offered interesting and challenging experiences across the different areas of learning.

Staff provide children with a wide range of toys and materials, some of which are stored accessibly to allow children to freely choose. Babies and toddlers have lots of opportunities to explore resources with their senses. They touch and handle toys discovering how things make a variety of noises and have different textures. Through good quality teaching, children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Lots of praise and encouragement is given by staff for children's emerging writing skills, which in turn greatly boosts children's self esteem and confidence. Staff provide children with a range of resources to explore and investigate within the different rooms and

outside. However, not all staff are confident to question and extend children's learning during planned and everyday activities. The daily planning does not clearly show the learning outcomes of the activities to enable all staff to confidently broaden children's learning through discussion and questions.

Observation and assessment systems are used effectively. The planning systems are based on children's interests, capabilities and individual needs. Staff identify the next steps for each child to enable them to make steady progress in their learning and development. Parents are well informed about the life of the nursery through the displayed information on the notice boards and through daily chats to staff. They state they have seen their children make good progress while at the setting. Staff share information with parents about their children's learning and development and offer parents opportunities to contribute their knowledge of their child as part of the observation and assessment process. This ensures consistency is achieved and parents are able to continue their child's learning at home. The setting has implemented the two-year-old progress check successfully and all documentation is in place.

The contribution of the early years provision to the well-being of children

Children are happy and confident in the setting as staff are sensitive to children's individual needs. There is an effective key person system in each room. Staff support children to develop trusting relationships and help children to be ready for the next stages in their learning. Staff make good use of resources. The indoor and outdoor play areas are well organised which ensure that children can take part in a wide variety of activities. Children particularly enjoy playing outside where they can have fresh air and exercise in all weathers. The children have access to a range of resources to stimulate and provide opportunities for learning and enjoyment. They develop their physical skills as they run around the garden, climb and jump.

There are effective behaviour management systems. Children behave well, they are learning to share and take turns and play well together. They are developing good relationships with each other and interact well together throughout the nursery. Children know what is expected of them and are confident to make their own choices and decisions. The nursery provides a variety of healthy and nutritious snacks and meals. Mealtimes are a happy social time for the children where they can sit together and chat. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Staff support the children as they progress through the nursery, from the baby room to the older age group rooms, and good preparation and support is given to the older children as they get ready to move on to school.

The effectiveness of the leadership and management of the early years provision

Arrangements for ensuring that children are safeguarded are robust. Staff have a good awareness of the safeguarding policy and procedures which are implemented effectively to ensure the children are safe. Staff are suitably vetted, qualified and supported to ensure they all know their roles and responsibilities concerning child protection. Thorough risk assessments are in place and are used well to identify hazards and the action needed to minimise risk. Staff are deployed effectively and ratios maintained to ensure that children are fully supported and protected at all times.

Staff work well together as a team. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. A comprehensive range of policies and procedures are in place covering all areas of the provision. Equality and diversity are promoted well. Children are provided with an inclusive environment and learn about valuing each others' differences. There are good systems in place to monitor and evaluate the setting to ensure any strengths and areas for development are highlighted.

Information is displayed all around the nursery so that parents and children feel a good sense of belonging. The partnership between parents and the nursery is very good. Parents sign a wide range of agreements when their children first start at the nursery and thorough records are kept of children's attendance and any accidents or medication administered. Parents are provided with information about the setting and are able to chat to staff when dropping off or collecting their children. Parents report they are very happy with the care their children receive and find staff friendly and approachable. Arrangements are in place to liaise with other providers the children may attend to ensure information is shared about their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	109860
Local authority	Hampshire
Inspection number	937134
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	146
Name of provider	Bordon Garrison Pre-school and Creche Committee
Date of previous inspection	23/04/2013
Telephone number	01420 472458

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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