

# Bishopstoke Preschool

St Pauls Church, Fair Oak Road, Eastleigh, SO50 8LQ



## Inspection date

5 December 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The dedicated management team and staff work well together. Staff are well qualified, knowledgeable and experienced. This helps to ensure that teaching is good and children benefit from positive learning experiences. Outcomes for children are good.
- Staff know their key children well and support their emotional well-being effectively. They are particularly skilled in supporting those children who are less confident, to help all children feel safe and secure and to settle happily.
- Self-evaluation is used effectively and the staff team is committed to continuous improvement to help support children's learning throughout the pre-school. For instance, since registration, changes to the outside play area enable children to enthusiastically explore their natural environment. This helps to support those children who prefer to learn outdoors.
- Staff plan a wide range of learning experiences to challenge children and build on what they know and can do. All children, including those who have special educational needs (SEN), receive positive support to help them make them make good progress.

### It is not yet outstanding because:

- Although partnership with parents is good overall, the information gained from parents when children start attending is not always comprehensive enough to enable staff to plan for children's learning as well as possible from the outset.
- At times, group activities are not organised as well as possible to maintain the interest of all children and encourage them to participate fully.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about children's learning and abilities on entry, to inform initial planning and promote their rapid progress from the outset
- strengthen the organisation of group activities to encourage the participation of all children, help them to maintain their interest and enable them to gain as much as possible from the learning opportunities.

### Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outside.
- The inspector spoke to staff and children at convenient times during the inspection.
- The inspector spoke to a small number of parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff and confirmation of staff training. She discussed safeguarding and recruitment procedures and pre-school policies. She looked at a selection of children's records and discussed the pre-school's self-evaluation process.
- The inspector carried out a joint observation with the manager.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of how to keep children safe. Staff know how to report any concerns about children's welfare, including concerns that they may be at risk from extreme views or behaviour. The manager monitors the quality of staff practice effectively. He supports their professional development well. For example, staff benefit from guidance and training during regular supervisory sessions. Staff's regular observations and assessments of children's learning are precise and accurate. The management team uses this information to monitor children's progress effectively. For instance, it tracks children's learning and analyses the data to identify any trends in learning. The team uses this information to help improve the setting, particularly to support children's communication skills. Additional funding that the setting receives is used effectively to ensure that outcomes for children continually improve.

### Quality of teaching, learning and assessment is good

The manager and his staff work closely together and create a harmonious environment for children. They plan a range of activities which encourages children to gain confidence in their play and exploration. For instance, children find worms in the garden, they learn to use spades to dig in the soil and proudly show staff what they find. Staff provide a variety of activities which help children to develop their listening and speaking skills. They listen carefully to what children say and give them time to speak and answer questions. For instance, older children take part in a listening game and staff help them to match pictures of animals with the sounds they make. Children learn to listen carefully. When they hear the sound of the cockerel, they shout 'that's the morning sound'. Staff help them to learn the names of the animals that make each of the sounds.

### Personal development, behaviour and welfare are good

Staff model positive behaviour well and teach children to value the differing needs of their friends and respond sensitively. As a result, children are kind and caring and behave well. For instance, when children notice that one of their friends is upset, they offer them comfort and reassurance, alongside staff, and show genuine concern as they try to help them feel happy. Staff are very good at helping those children who are less confident to try new activities, to help build on their sense of self-esteem. They encourage children to take responsibility for their own self-care, in everyday activities. For instance, younger children learn how to prepare snacks, pour drinks and tidy away toys and resources.

### Outcomes for children are good

All children are enthusiastic and keen to explore. They are gaining skills that will prepare them well for their eventual move on to school. Older children gain good language skills. They listen to stories attentively and think about what might happen next. They learn to recognise letters and link them to the sounds they represent. Younger children gain good physical skills. For instance, they enjoy climbing the steps to the slide, and practise balancing along the 'wooden bridge' that they have built, gaining good coordination skills.

## Setting details

<b>Unique reference number</b>	EY483180
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1021822
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	William Bishoff Towgood
<b>Registered person unique reference number</b>	RP905421
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07542 559 161

Bishopstoke Preschool registered in 2015. It operates from a hall in St Pauls Church, in Eastleigh. The setting is open from 8.30am to 4pm on Monday to Thursday and from 9am to midday on Friday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Five members of staff work with the children, all of whom hold relevant qualifications. One holds a qualification at level 6, three hold qualifications at level 3 and one is qualified to level 2.

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