

Hamble Village Playschool

The Memorial Hall, High Street, Hamble, Southampton, Hampshire, SO31 4JE



Inspection date	24 January 2018
Previous inspection date	17 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children gain good skills for future learning. Older children learn to recognise the initial sound in words and begin to form letters when writing. They recognise their names. Children compare length and weight, and are curious and independent.
- Children learn to keep safe. They know how to check the outdoor area with staff to make sure it is safe, and understand why they wear helmets when riding balance bicycles.
- Children are considerate to each other, offering the snack plate, for example. They pour drinks for themselves and understand about the importance of healthy food.
- The manager and committee work together well to supervise staff. The manager continually evaluates the quality of the resources, how children use them and how staff can improve them further. The manager has an accurate knowledge of the quality of teaching, learning and assessment and knows how to improve staff's skills.
- Staff work closely with parents so that parents know the progress their children make. Parents know how to support their children's learning at home and contribute videos and examples to the online assessment system. Staff share assessment information with other settings that children attend so they get a well-rounded view of progress.

It is not yet outstanding because:

- Staff do not engage children in consistently high-quality learning.
- Some staff do not use their observations of children's learning accurately enough to enable them to give precise support so that children make more rapid progress.

What the setting needs to do to improve further

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

- help staff to engage children more often in consistently high-quality activities and experiences that are well matched to children's needs
- ensure that staff observe how children learn more precisely so that they can extend the learning opportunities more frequently and rapidly.

Inspection activities

- The inspector had discussions with parents, children and staff.
- The inspector observed teaching and learning indoors and outdoors.
- The inspector conducted a joint observation of teaching and learning with the manager.
- The inspector had a discussion with the manager.
- The inspector viewed necessary documentation and the records of children's assessment.

Inspector

Janet Dinsmore

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the manager has improved teaching well by making sure that the resources are of high quality and staff use them effectively to provide opportunities for children to develop their skills in all areas of learning. She reviews the staff's assessments of the children to ensure there are no gaps in learning. If she identifies any slowing of progress, she ensures staff plan activities to accelerate this. Staff have a good relationship with the local primary school staff. They have worked together well to make sure that assessment is accurate and staff share information. Staff ensure that the children's transition to school is seamless and parents value this. Safeguarding is effective. The manager is proactive in working with other agencies to ensure that children are well protected and staff are well trained and vigilant.

Quality of teaching, learning and assessment is good

Staff provide children with many opportunities to make marks with paint or whiteboard pens, for example. They support the children well to observe their faces in a mirror and paint a picture of them. Staff plan activities well to develop all areas of early literacy and mathematical skills. Staff use home language vocabulary well to support children who learn English as an additional language and make sure that all children learn about each other's cultures and traditions. Staff plan activities that interest individual children and they know their key children well so they can determine the next steps in children's learning. Staff ask questions that encourage children to explain their understanding effectively and support them to learn about the sounds in each other's names.

Personal development, behaviour and welfare are good

Children automatically wash their hands before meals because they understand that they need to be clean. Children cut fruit for themselves. They play safely, carefully manoeuvring the bicycles, for example. Older children play imaginatively together in groups, constructing a train to go on a journey with their favourite toys, for example. Younger children investigate the patterns they make with different shapes on rollers and how to use a remote control for a toy, for example. They are proud of their achievements and keenly explain this to adults. Children have good opportunities to develop physical skills indoors as they bend and stretch to music and practise moving their fingers. Younger children settle quickly because staff ensure they are secure and their contributions valued.

Outcomes for children are good

Children learn to enjoy stories and relate these to their own family situations. For example, reading about a new baby in the family. Children who learn English as an additional language make good progress and gain in confidence in counting. Younger children learn to match colours and shapes. Children balance weights using scales and determine which is heaviest. They understand how tall they are in comparison to others.

Setting details

Unique reference number	511086
Local authority	Hampshire
Inspection number	1068595
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	48
Name of registered person	Hamble Village Playschool Committee
Registered person unique reference number	RP522810
Date of previous inspection	17 March 2014
Telephone number	07903 388568

Hamble Village Playschool is run by a parent committee. It registered in 1999. It operates from the memorial hall in the village of Hamble, Southampton, Hampshire. It is open each weekday during school term time from 9am to 3pm. The pre-school has strong links with the local primary school. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are eight members of staff. Of these, the manager is qualified at level 5, one is a qualified teacher, one is an early years professional, four are qualified at level 3 and one is unqualified.

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