

Little Den Preschool Playgroup

The Den, Chawton Park Road, ALTON, Hampshire, GU34 1RQ



Inspection date	12 March 2018
Previous inspection date	22 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff develop positive relationships with children and their parents. Children settle well and make friends. They feel safe and valued. Children's behaviour is good.
- Children build secure relationships with staff as there is an effective key-person system. This helps to positively support children's emotional well-being.
- Staff regularly assess and monitor the children's good progress. They plan suitable activities to challenge the children's thinking, help develop their ideas and to progress their learning further.
- Children develop good mathematical skills. They enthusiastically use appropriate language and gain the necessary skills to help prepare them for their future learning.
- Children enjoy the outdoor activities, fresh air and exercise. For example, they confidently balance on raised beams and enjoy digging in the mud area.
- Leaders and staff regularly evaluate and review all areas of the pre-school. They use the views of the parents and children to identify strengths and weaknesses, to help make changes that will benefit the children.

It is not yet outstanding because:

- While leaders track the achievements of individual children, they do not identify the progress made by specific groups of children.
- Leaders have not fully considered all ways to monitor staff's ongoing performance to raise the good quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- monitor the outcomes of the different groups of children more effectively and address any differences in achievement
- strengthen the procedures for monitoring staff's practice to identify and target any weaknesses in teaching and training needs.

Inspection activities

- The inspector observed activities in the main base rooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the chairperson of the committee. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. There are secure recruitment procedures to check the suitability of staff. Staff know the procedures to follow if they have concerns about a child's welfare. They also understand how to minimise hazards so that children can play safely. Leaders continue to source a range of training that helps staff to improve the outcomes for children. For instance, staff have attended training focused on promoting mathematics. This has a positive impact on their ability to plan additional activities that enhance children's mathematical development further. Partnerships with parents are effective. Parents are well informed about their children's learning and they are happy with the care that their children receive. Staff work well with relevant agencies and other professionals to ensure that children receive the support they need.

Quality of teaching, learning and assessment is good

Staff know the children well and have a good knowledge of how children learn. They use their observations and assessments to plan effectively for children's next steps in learning. Children are encouraged to select their own play and staff follow their lead. For example, while children create models with construction bricks, staff listen carefully to their ideas. They support children to solve problems for themselves, as they consider the height and number of bricks that they have. Younger children are developing an interest in literacy. For instance, they choose to sit with staff and look through books together. Children experiment with different colour paints and observe the changes that happen to paint colours when they mix them. Children eagerly join in with songs and rhymes.

Personal development, behaviour and welfare are good

Staff are good role models and support children's social and emotional skills well. Children learn to explore resources safely, show consideration to each other, and share toys fairly. Staff help children to become independent in the pre-school. For example, they give children enough time to put on their coats before going outside to play, and to help tidy up equipment. Children explore resources to help them learn about different people, their communities and cultures. For instance, children take an active part in festivals and appreciate the words that are displayed in different languages that reflect their home languages. They are aware of the changes that happen to the weather as they learn about the world around them.

Outcomes for children are good

Children are motivated and keen to learn. They develop good early literacy skills. For example, older children learn to recognise how their names are spelt. Children count objects and match them with corresponding written numbers. All children develop skills that will support them with the next stage of their learning. For example, they learn to concentrate, listen and follow instructions well.

Setting details

Unique reference number	507935
Local authority	Hampshire
Inspection number	1096811
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Little Den Preschool Playgroup Committee
Registered person unique reference number	RP519726
Date of previous inspection	22 March 2017
Telephone number	07375472935

Little Den Preschool Playgroup registered in 1983. The pre-school opens between 9.15am and 12.15pm on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays, it opens between 9.15am and 2.15pm. The pre-school receives funding to provide free early education for children aged three and four years. There are five staff working with the children, all of whom hold early years qualifications at level 3.

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