

# Beaumont Pre-School

The Old Guard Rooms, Beaumont Grove, Aldershot, Hampshire, GU11 1YH



**Inspection date** 11 January 2018  
Previous inspection date 30 April 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Management, the committee and staff demonstrate a very good awareness of how to safeguard children. They know how to report and robustly investigate any concerns or complaints, complete suitability checks and accurately monitor children's attendance.
- Staff complete regular observations and assessments, and effectively use these to monitor children's overall progress and precisely identify their next steps in learning. Children make good progress in their learning from their starting points.
- Management and staff build very good partnership with parents and other professionals. They each share the strategies they use, such as those linking to managing behaviour and language development, and this helps them provide continuity of care and learning.
- Staff build very secure bonds with the children and have a very good knowledge of their individual needs. Children develop good levels of self-esteem and parents and staff share children's achievements on 'proud clouds'.
- Management, committee, staff and parents all contribute to the self-evaluation process and this helps identify where changes will improve outcomes for children.

### It is not yet outstanding because:

- Current systems for exchanging information with parents, and for encouraging them to share their children's achievement from home, are not consistently effective.
- The organisation of the environment within the youngest age-group room does not consistently enable staff to reinforce their good hygiene procedures with children, parents and staff.

## What the setting needs to do to improve further

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

- explore further ways to share information with parents and to encourage them all to share details of their children's learning at home
- review the organisation of the youngest age-group room to help consistently reinforce good hygiene procedures.

### Inspection activities

- The inspector observed the staff and their interaction with the children.
- The inspector discussed the learning that was taking place with the staff.
- The inspector took account of the views of parents and children.
- The inspector spoke with the staff about their understanding of safeguarding and first aid.
- The inspector looked at some documentation, including the setting's policies, procedures and children's records.

### Inspector

Anne Nicholson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management regularly assess staff's ongoing suitability. Staff have a secure understanding of child protection, and the importance of referring concerns about each other and protecting children, such as from extremist views. They maintain accurate records, such as of accidents and injuries, and management monitors these to identify any patterns that may cause concern. Staff-to-child ratios are high and this helps staff effectively supervise children and meet their needs. Management and staff identify how to best use funding, such as purchasing a climbing frame and inviting professionals in to develop children's physical skills. Staff make good use of professional development and share what they learn with each other. For example, staff use what they learned at training to critically analyse the effectiveness of their room session.

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

Staff provide a wide range of resources and equipment that inspires children to initiate and develop their own play. Staff are extremely effective at adapting their teaching to build on children's learning. For example, older children role play being firefighters and staff encourage them to represent fire by spreading ripped up orange paper on the floor. Children use cardboard tubes as firehoses to put out the fire and staff build their counting and language skills as they discuss this. Younger children talk with staff about the green colour they paint on their hands. They then predict what colour the water will turn when they wash this paint off. Children enjoy exploring different materials, such as water and sand, and freely do this. Staff take every opportunity to build on children's learning, such as encouraging them to jump and count the splashes they make in the bubbly water. Staff record children's achievements online and parents can access these records any time to see what their children have done and their developmental progress.

### Personal development, behaviour and welfare are good

Staff develop children's awareness of healthy lifestyles and healthy eating, and children enjoy outside play daily. Children develop good independence skills. Staff patiently encourage children to 'have a go', such as putting on their clothes and opening their lunchboxes. Staff help children move smoothly between rooms and provide them with opportunities to spend time in their new room beforehand. Staff provide consistent, calm instructions to children about what is expected of them. Children generally behave well and learn how to keep themselves safe. Staff are attentive at meeting children's changing needs, such as supporting toilet training and helping raise awareness of new babies. Children learn to respect each other and develop an awareness of the wider world.

### Outcomes for children are good

Children show a clear motivation to learn and happily play with their friends. They confidently share their ideas and staff value these. Children enjoy being creative, for example, younger children share their interest in making marks using water and paint. Children communicate confidently, count and enjoy looking at books. They are developing the skills they need to prepare them for their future learning, such as school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 109947  |
| <b>Local authority</b>                           | Hampshire   |
| <b>Inspection number</b>                         | 1089055   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 44  |
| <b>Number of children on roll</b>                | 60  |
| <b>Name of registered person</b>                 | Beaumont Community Preschool & Childcare Groups Committee                         |
| <b>Registered person unique reference number</b> | RP517932  |
| <b>Date of previous inspection</b>               | 30 April 2015   |
| <b>Telephone number</b>                          | 01252 328375  |

Beaumont Pre-School registered in 1988 and is a committee-based setting. It operates in the Old Guard Rooms in Aldershot, Hampshire. It is open during school term times only, on Monday to Friday from 9am until 3.15pm. A variety of sessions is available. The provision receives funding for the provision of free early education for children aged two, three and four years. There is a staff team of 14 people, 11 of whom hold relevant qualifications. Two staff hold qualifications at level 6, seven at level 3 and two at level 2. There is also an office manager.

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