

# Overton Preschool

Overton C of E Primary School, Court Drove, Overton, BASINGSTOKE,  
Hampshire RG25 3ES



<b>Inspection date</b>	31 October 2018
Previous inspection date	1 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The management team has an ambitious vision and high expectations, which support ongoing development to improve outcomes for every child. Secure systems are in place to monitor and review practice. These processes inform staff supervision meetings to identify any training needs. For example, staff attended training to deepen their understanding of effective learning to extend their practice further.
- The staff are well qualified and they work well together in organising the provision to make sure it meets the needs of all children extremely well. Staff use an exceptional range of resources that actively challenges children's language development. For example, staff introduce exciting activities to help children to learn rhyming words.
- The staff team works exceptionally well with other professionals and it provides effective support to identify and address the children's needs. For example, it links closely with social care colleagues to ensure the needs of vulnerable children are met.
- The teaching is of a very high standard. Staff skilfully support and extend all children's learning. Staff provide a highly stimulating environment to develop children's curiosity. For example, children show great interest as they grow and harvest herbs and vegetables, smell them and add them to their 'soups'.
- Children are confident and motivated learners. Staff use a variety of teaching methods to engage the children in activities, to ensure children make rapid progress.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to represent their own ideas and self-expression in creative tasks.

### Inspection activities

- The inspector observed a range of activities inside and outside, and observed staff interactions and how they support children's learning.
- The inspector held a meeting with the manager and nominated person to discuss how they organise the pre-school, manage the staff and plan for children's learning.
- The inspector spoke to parents to gain their views.
- The inspector sampled a range of documents, including children's records, staff profiles, and some policies and procedures.
- The inspector carried out a joint observation with the manager to assess the quality of teaching.

### Inspector

Christine Grandison

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff keep detailed records when there are concerns about children's welfare. They liaise closely with relevant agencies to protect children fully. Self-evaluation is highly effective and promotes a culture of continual improvement. For example, the manager evaluated the temporary premises and changed the layout to engage children more in their role play. The staff team receives training on children's learning styles, ensuring all children are motivated and lead their own learning. The manager effectively reviews children's progress to ensure all children get a good start and where gaps in achievement are noted they are addressed swiftly.

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

Teaching is highly effective and responsive to children's needs. Staff plan activities closely linked to children's interests, such as making rockets when the children have an interest in the stars. Staff skilfully develop children's language, using group activities to introduce new vocabulary and the rhythm of talk and songs. Staff use visual props to encourage the children to listen, predict and respond. For example, children confidently shouted out the rhyming words as they peered in the different sized baskets to find the objects. Staff create highly effective 'memory books' which they use to promote discussion about their local community and past events. On occasions, opportunities for children to represent their own ideas and self-expression in creative tasks are limited.

### Personal development, behaviour and welfare are outstanding

Communication between parents, professionals and staff is highly effective. For example, staff gain comprehensive knowledge of children's abilities and needs when they start, to support inclusion fully. Each child's key person liaises very closely with parents about children's progress, which ensures parents feel valued and included in their children's learning. Children are well behaved and know safe and unsafe behaviours. For example, they confidently tell an adult when another child 'put the tweezers in their mouth'. Staff provide numerous role-play activities inside and outside for children to act out real-life experiences, such as the builders' yard. Children enjoy doing exercises to music using 'dough', which develops their hand muscles in readiness for pre-writing.

### Outcomes for children are outstanding

Children are curious and motivated learners, and keen to join in with a wide range of activities. They confidently make independent choices and choose where they play. For example, they use real tools safely and persevere as they learn new skills, such as drilling holes in the pumpkin and using a hammer to bang in pegs. Children concentrate well at their activities and develop strong literacy and mathematical skills. For example, they recognise their names, count the children and compare if there are more boys than girls, and experiment with word sounds to support early reading skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY268158
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073252
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	Overton Playgroup Committee
<b>Registered person unique reference number</b>	RP905201
<b>Date of previous inspection</b>	1 February 2016
<b>Telephone number</b>	07718424723

Overton Preschool registered in 2003. It is situated in Overton C of E Primary School in Basingstoke, Hampshire. It is open term time only, on Monday to Friday from 8am until 3.45pm. The pre-school is run by the same committee as the pre-school based at the community centre. There are five members of staff. Of these, the manager holds a qualification at level 4 and four staff hold qualifications at level 3. The pre-school receives funding to provide free early education for children aged three and four years.

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