

# Hiltingbury Pre-School

4th Hiltingbury Scout Headquarters, Hiltingbury Road, Chandlers Ford, Eastleigh, Hampshire, SO53 5NP

## Inspection date

Previous inspection date

21/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are welcomed into an environment where they are all valued and included.
- An excellent partnership between the pre-school and parents helps to ensure key information is shared between them.
- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident as staff are sensitive to their individual needs.
- Adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This contributes to the building of good relationships and listening skills.
- Children feel safe, secure and happy in the pre-school and arrangements for safeguarding the children are robust.

### It is not yet outstanding because

- The children thoroughly enjoy the time spent outside in the garden. However this has not yet been developed to provide resources that children can explore, build, move and role-play in a variety of ways.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and sampled other documentation.

## Inspector

Alison Large

## Full Report

### Information about the setting

Hiltingbury Pre-school is one of two privately owned groups. It registered in 2011 and operates from Hiltingbury Scout Headquarters in the Chandlers Ford area of Hampshire. Children have access to an enclosed outdoor play area. The pre-school serves the local and wider community. The pre-school is open Monday to Friday from 9am to 1pm during term times only. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 18 children

in the early years age group on roll. The pre-school receives funding for early education for children aged three and four years. Three staff members, who all hold qualifications at level 3 and above, support the children. The setting receives support from a Children's Links development worker.

### **What the setting needs to do to improve further**

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

- arrange and develop the outdoor space, providing resources which children can explore, build move and role-play in a variety of ways

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are secure, happy and settled in a welcoming environment, that offers a wide variety of resources and play opportunities. Children enjoy using the garden on a daily basis. They take delight in looking for mini creatures under the logs, using magnifying glasses and discussing what they have found. This helps them to develop an awareness of living things and provides motivating learning experience for children. However, the outdoor area has not yet been developed to provide resources that children can explore, build, move and role play in a variety of ways. All staff have an understanding of how children learn and develop and children are consistently provided with good learning opportunities. Adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This contributes to the building of good relationships and listening skills.

Children create imaginary role-play games in the home corner, excitedly playing shops and using the good range of resources and equipment available to them. They set out a pretend 'lunch' and talk about the food they like. They love to wear the dressing-up clothes for extended periods. Children are learning to count confidently during their play, they count how many plates they need in the home corner and when they are playing hide and seek. A cosy book corner contains a variety of books including information books about different cultures and festivals. Children learn about Diwali and Eid from staff members who celebrate these events.

Children become aware that written words have meaning as adults sit and read books with them. Children are encouraged to access resources and self-select toys and

equipment to support their play. An excellent partnership with parents helps to ensure children's individual needs are met. They complete an 'all about me' sheet when the child starts at the setting, and are kept well informed about their child's progress. They comment on how they have seen their children make progress whilst at the setting. Parents are encouraged to contribute to their children's learning journals and are encouraged to share children's progress in their learning and development made at home. The setting have implemented the two year old progress check, and all documentation is in place and shared with parents.

### **The contribution of the early years provision to the well-being of children**

The pre-school has a very effective key person system in place to help children settle and form secure emotional attachments. Children are supported well by staff as they become confident in their daily routines. The pre-school is organised to provide a stimulating learning environment, with colourful resources and access to areas where children can explore freely. Children are independent and make continual decisions throughout their play. They show increasing confidence and trust in the staff and this enhances their feelings of safety. They learn the pre-school rules and respond to staff when they are reminded that running indoors is not safe. Staff are good role models and effective behaviour management systems ensure children know right from wrong. Staff listen with interest to the children who have formed close attachments. Staff are sensitive in their management of children and their behaviour, as a result children's behaviour is good.

Children are learning to take responsibility for their own personal needs through the everyday routines. They are encouraged to, and can independently access the bathroom and know to wash their hands following a visit to the toilet or before eating. Children enjoy daily fresh air and exercise as they use the outdoor environment throughout the session, all year round. Children are developing relationships with each other and interact well together throughout the setting. They know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them well for future life.

### **The effectiveness of the leadership and management of the early years provision**

Children and their families are welcomed into the pre-school by the staff that have created a child friendly fun environment in which to play. Children demonstrate they feel safe as they move around the setting confidently and decide what to play with. The pre-school have effective policies and procedures for safeguarding children and these are well implemented. Staff attend training and share updated knowledge and awareness of safeguarding strategies. Clear procedures are in place for the recruitment and vetting of new staff and this helps to ensure all adults working with the children are suitable to do so.

Children benefit from a staff team that work very well together and share a commitment

to improvement. They are involved in all aspects of the provision and contribute fully to the planning. Staff seek the children's opinions and extensively use these to influence the planned activities and curriculum. Good systems are developing for self-evaluation and continuous improvement that helps to ensure the outcomes for children are positive.

Good relationships have developed with the local primary schools to ensure a successful transition for children going into school. Equality and diversity is promoted well. Children are learning about the wider society and differences through using resources that show positive images, such as, books and role play resources. The staff have a very good knowledge of each child's need and work closely with the parents. Verbal feedback from parents is very positive and they praise the staff for the care and attention offered to their children. Staff are committed to ensure every child and their family are valued and welcomed within the setting.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY429622
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	767762
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Hiltingbury Pre-School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07757938810

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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