

Hiltingbury Pre-School

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



Inspection date

29 September 2016

Previous inspection date

21 November 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider fails to meet the requirements of the Early Years Register and the Childcare Register. She does not ensure that the manager and staff implement adequate security measures. Staff are not deployed effectively to supervise children to ensure that they cannot leave the premises unnoticed and to prevent entry from unauthorised persons. This compromises children's safety.
- The manager and staff do not keep an accurate record of children's attendance.
- Fire-detection equipment is not used in line with the pre-school policies to safeguard children's welfare effectively.
- Self-evaluation is poor and is not used effectively to identify all weakness and breaches of requirements, to target improvements and raise outcomes for children.
- Staff do not extend children's understanding and use of technology effectively.
- Information about children is not shared consistently with other settings to provide better levels of continuity. At times, staff do not take sufficient steps to find out about children's learning at home from parents.

It has the following strengths

- The manager monitors staff's assessments of children's progress effectively to ensure planning supports learning further. Children progress well from their starting points.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ implement effective staff deployment and supervision of children, particularly when parents are dropping off and collecting their child, to ensure children cannot leave the premises unnoticed and to prevent any person whose suitability has not been checked gaining access to the children 	10/10/2016
<ul style="list-style-type: none"> ■ maintain an accurate daily record of the names of children and the hours they attend 	10/10/2016
<ul style="list-style-type: none"> ■ ensure that the premises have appropriate fire-detection equipment which is in working order 	10/10/2016
<ul style="list-style-type: none"> ■ ensure that the premises used for the purpose of childcare are safe and suitable for that childcare. 	10/10/2016

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

- use self-evaluation effectively to identify and address any breaches of requirements, weaknesses and areas for development, to improve outcomes for children
- provide more opportunities for children to use and learn about technology to extend their understanding of the world in which they live
- build on the relationships with parents and all other professionals involved with children, to support a greater continuity in meeting children's learning and care needs.

Inspection activities

- The inspector spoke to parents to gain their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager and staff to determine their understanding of the early years foundation stage requirements.
- The inspector observed staff's interactions with the children.
- The inspector sampled written policies and other relevant documents.

Inspector

Sara Hope

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Not all risks are identified or addressed to remove all possible hazards to keep children safe. At the start and end of the sessions, staff are not deployed adequately to supervise children. For example, during the inspection, a child was able to leave the main hall unnoticed and use the bathroom alone. At this time, there were visitors in the building and the entrance door was open. There was potential for children to leave the premises unsupervised and to come into contact with unknown persons. The provider does not ensure that the premises have suitable fire-detection equipment to keep children and staff safe. Records of children's times of attendance are not accurate. Self-evaluation is poor. The manager and staff do not identify and address all weaknesses in practice. They do not recognise breaches in requirement and the effects of these on children. Staff know how to recognise and report concerns about children's welfare. The manager monitors and supports staff, such as through attending regular meetings and training to develop their skills.

Quality of teaching, learning and assessment is good

Staff provide interesting activities and encourage children to build on their language and thinking skills, such as through asking questions. Children interact and build friendships with each other well. Staff offer effective opportunities for children to be active and to develop their physical skills. For instance, children enjoy balancing, climbing and sliding in the garden, and make shapes with dough. Children use their imaginations well. For example, they pretend to eat food and use small-world toys to act out roles. Children enjoy learning about people in the wider world, including those with differing abilities and cultural traditions.

Personal development, behaviour and welfare are inadequate

The breaches identified in safeguarding children have a detrimental effect on children's well-being and welfare. Children's safety is not assured, particularly at times of arrival and departure. Staff generally have warm relationships with children and support them to recognise their own achievements. For example, children enjoy receiving praise and stickers. Children develop their independence skills. For instance, they cut up fruit for their snack and help themselves to drinks of water. Older children begin to understand about moving to school. For example, they dress up in school uniforms and look at information about schools. This helps them to develop confidence about future changes.

Outcomes for children are good

Children learn useful skills to support their future development. For example, they develop a good awareness of colours and learn to count and recognise numbers. Children build on their early reading and writing skills. For example, they enjoy choosing books, making marks and learn to recognise their names.

Setting details

Unique reference number	EY429622
Local authority	Hampshire
Inspection number	1059022
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	26
Number of children on roll	18
Name of registered person	Hiltingbury Pre-School Partnership
Registered person unique reference number	RP530745
Date of previous inspection	21 November 2012
Telephone number	07757938810

Hiltingbury Pre-School registered in 2011. It operates from Chandlers Ford near Eastleigh, Hampshire. The pre-school is open during term time only on Mondays, Tuesdays and Fridays from 9am until 1pm, and on Wednesdays and Thursdays from 9am until 3pm. It receives funding to provide free early education for children aged three and four years. There are four members of staff who work with the children, all of whom hold relevant childcare qualifications at level 3 or 4.

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.

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