

Hiltingbury Pre-School

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



Inspection date

Previous inspection date

7 February 2017

29 September 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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

- The provider has fully addressed safeguarding concerns from the last inspection. Rigorous security procedures are followed by staff when children arrive and depart and accurate records are kept of children's hours of attendance.
- Effective self-evaluation processes by the provider and staff, with precise action plans, has helped the setting move forward with a clear vision for the future of the pre-school.
- The staff at this small and welcoming pre-school quickly build secure relationships with new children, who settle well. They have a strong understanding of each child's needs and provide good support, such as during purposeful play opportunities indoors and outdoors.
- All children, including those below the expected levels of development, make good progress in their learning. Their progress and learning style is monitored closely by the manager to support staff in identifying and closing gaps in learning promptly.

It is not yet outstanding because:

- Not all learning areas of the pack-up pre-school have as rich and varied quality of resources as others, such as the role-play area. This does not fully support children to build on their imaginative exploration during everyday play.
- Staff do not make the most of opportunities to support children to consistently learn about each other's backgrounds and diversity, and to hear and see their home languages within the setting.

What the setting needs to do to improve further

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

- provide additional resources and opportunities for children to use their imagination and role play real-life experiences
- provide opportunities for children to gain awareness of their similarities and differences and see and hear their home languages during everyday activities.

Inspection activities

- The inspector observed and interacted with the children during play activities. She looked at the available resources and had discussions with staff.
- The inspector held a meeting with the provider, who is the manager, about the effectiveness of leadership and management, including self-evaluation methods.
- The inspector spoke to some parents and took account of their views.
- The inspector carried out a joint observation with the provider and held discussions about children's progress and learning.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a good awareness of their responsibilities to protect children's welfare. They are trained well and know what to do if worried about a child's well-being. The provider follows suitable recruitment and employment procedures. She continually assesses staff suitability and supports their professional development well. For example, staff use their increased understanding of how to identify and support children who are below the expected levels of development well. The provider has good links with other professionals. Strong relationships and communication with parents help provide good continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff have effective teaching skills. They know children well and plan for their next steps in learning, based on their accurate observations and assessments. For example, children eagerly recognised numerals on the fish they caught and took turns with a fishing rod. Staff encourage children's curiosity and exploration well. For example, children showed interest in exploring the sand outdoors, used their imaginations to make a cake with natural materials and then happily gave it to a friend. The staff give children clear support when teaching them to write their names. They ask challenging questions, such as during group time and story time, to develop children's thinking and talking skills.

Personal development, behaviour and welfare are good

Staff are sensitive to children's individual needs and develop nurturing relationships. They provide consistent guidance to help children manage their behaviour, such as reminding new children to use 'walking feet' indoors. Staff gather a good range of information from parents about their children when they start, and share information about their child's day. They plan the environment so children can make choices about their play, indoors and outdoors. Children learn how to be healthy; for example, they enjoy a nutritious snack, decide when they are ready to eat and take part in physical activities. Children develop personal independence skills. For example, they learn how to use cutlery safely to cut up their food and wash their plates and cups after use.

Outcomes for children are good

Children gain good skills that prepare them well for their move to school. They develop positive attitudes to learning and are motivated to participate in activities. For example, they eagerly build and design with shapes and talk about what they have made to the staff. They use chalks on the blackboard outside to make marks and begin to form recognisable letters and shapes. They have fun with their friends playing a variety of musical instruments, moving their bodies to the different sounds. Children complete puzzles and learn to take their coats on and off and hang them on their pegs.

Setting details

| | |
|--|---|
| Unique reference number | EY429622 |
| Local authority | Hampshire |
| Inspection number | 1075314 |
| 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 - 4 |
| Total number of places | 26 |
| Number of children on roll | 20 |
| Name of registered person | Hiltingbury Pre-School Partnership |
| Registered person unique reference number | RP530745 |
| Date of previous inspection | 29 September 2016 |
| Telephone number | 07757938810 |

Hiltingbury Pre-School registered in 2011. It operates from a scout hall in 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. The pre-school receives funding to provide free early education for children aged two, three and four years. There are four members of staff and two bank staff who work with the children, four of whom hold relevant childcare qualifications at level 3 or level 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

