

Hambledon Pre-School

Youth Hut West St, Hambledon, Hampshire, PO7 4RW



Inspection date	12 October 2017
Previous inspection date	1 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager supervises her staff team well. She identifies their individual talents and offers them great support to access suitable training opportunities. Staff are motivated to learn new skills, such as how to manage challenging behaviour. They share their behavioural expectations with children, who always respond positively to others.
- The key-person system is used very effectively. Staff and parents work well together to meet the needs of children. They regularly communicate about learning and staff offer advice when children are not progressing as expected. All children make good progress from the time they start.
- Children particularly enjoy exploring the outdoor area and experienced staff join in play at appropriate times. Children have enquiring minds, such as when they ask adults the difference between insects and spiders. Staff teach children how to nurture and protect animals and plants.
- Staff form close links with other providers that share children's care. They clearly communicate details about children's learning and talk about how they can work together to help children attain well.

It is not yet outstanding because:

- Staff miss opportunities to educate children about their wider community, such as teaching children about different jobs that people do.
- Staff do not offer children a wide range of chances to move their whole bodies, for example, crawling, rolling and jumping.

What the setting needs to do to improve further

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

- offer children opportunities to learn more about people who live and work in their local communities
- encourage children to move their bodies in a wide range of interesting ways.

Inspection activities

- The inspector talked to the manager and staff about how they plan suitable activities to meet children's learning needs.
- The inspector talked to a range of parents about their experiences at the pre-school.
- The inspector spoke to the manager about her knowledge of safeguarding children and procedures she follows to keep children safe.
- The inspector jointly observed an adult-led activity with the manager. They evaluated the impact of the activity on children that took part.
- The inspector accessed learning records and tracked the progress of a number of children from their starting points.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager has high aspirations for all children in her care. She works with staff to make focussed changes that will have the most positive impact on their learning. For instance, she worked with staff to streamline resources in the environment, children now find it easier to make their own choices. They also created areas of comfort for children that require relaxation. Safeguarding is effective. The manager has a secure knowledge of procedures to follow to protect children. She regularly checks that staff's knowledge of safeguarding is up to date. For example, she makes sure they know how changes in local authority safeguarding guidance is relevant to their setting. The new chairperson has a good understanding of how to notify Ofsted of changes to the committee in a timely fashion. Staff work in close collaboration with professionals that support children, such as when they work on suggested activities to support speech.

Quality of teaching, learning and assessment is good

Staff teach children about capacity. For example, they encourage children to pour rice from one large bowl into lots of smaller cups. Children guess that it will spill over the top and they are excited as they prove their theory. Younger children carefully transport rice across to a large boat and older children identify numbers on a hoopla board. Staff have improved the range of activities available to more able children. For instance, daily planning now incorporates how they can increase the challenge of children's favourite activities. Staff offer children opportunities to practise their writing skills, such as when they supply chalk and paint for children to make marks. The manager knows children very well. She regularly tracks their progress and speaks to staff if she does not agree with assessment levels. They work together to address any gaps in children's knowledge.

Personal development, behaviour and welfare are good

Staff are deployed well throughout the setting. They support children to be independent, such as when they offer words of encouragement when children are learning to toilet themselves. In addition, staff support children to develop good hygiene habits to minimise the spread of germs. They work with individual parents to risk assess how they can best support children with additional medical needs. All children are fully included in daily routines. Staff teach children to develop a sense of personal responsibility and to look for hazards in their environment. For instance, they remind children why they should sweep rice up so that friends do not slip over.

Outcomes for children are good

Older children write familiar letters, younger children write the initial letter of their name, such as when they self-register on arrival. Children are confident to operate simple technology. For example, they learn to change tracks on the music player and enjoy using push-button toys. They are sociable and really enjoy working in groups with their friends. Children who have special educational needs and/or disabilities receive support quickly and attain very well. All children are prepared well for the next steps in their education.

Setting details

Unique reference number	EY404674
Local authority	Hampshire
Inspection number	1062343
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	16
Name of registered person	Hambledon Pre School
Registered person unique reference number	RP908606
Date of previous inspection	1 March 2013
Telephone number	02392632242

Hambledon Pre-School re-registered in their new premises in 2009 which is situated in the youth hut, adjacent to the village hall in Hambledon in Hampshire. The group is a public limited company by guarantee with charitable status. The setting operates from 9.00am to 3pm on Monday to Friday, term-time only. There are currently seven members of staff, six of these work directly with children. The manager holds a relevant level five qualification and five members of staff have an appropriate level three qualification. The setting claims early years education funding for three-and four-year-old children. In addition, the setting is in receipt of early years pupil premium funding from the local authority.

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