

Holybourne Village Pre-school



Village Hall, Church Lane, Holybourne, Alton, Hampshire, GU34 4HD

Inspection date

7 March 2018

Previous inspection date

4 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to members of the committee and provide Ofsted with the information required to check the suitability of all committee members.
- Sometimes, key persons do not provide detailed information to parents on their children's progress and learning.
- Staff have identified how to involve parents further in the assessment of children's starting points. However, they have not yet fully implemented this for all children.

It has the following strengths

- Supervision of staff is strong. The pre-school leader helps staff to build on their skills and increase their qualifications, including supporting the new deputy leader to become confident in the responsibilities of her new role. Professional development opportunities help staff to maintain good standards of teaching.
- Monitoring of groups of children is effective. Staff identify where there is scope to accelerate aspects of children's learning further. For example, they have enhanced their teaching with good-quality resources to help accelerate children's mathematical skills.
- Staff are good role models to children and help them learn what is acceptable behaviour. They implement rules and boundaries consistently to teach children how to share, take turns and be kind to others.
- Staff have strong links with teachers at local schools and organise effective settling-in arrangements to help children feel confident about their move to school.

What the setting needs to do to improve further

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

Due Date

- provide Ofsted with the necessary information required to check the suitability of all members of the committee. 07/04/2018

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

- provide even more detailed information to parents on all aspects of their children's learning to enable them to further guide children's learning at home
- implement the new system for involving parents more in assessing children's starting points to identify further what children know and can do on entry to the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He completed a joint observation with the pre-school leader.
- The inspector spoke with staff and children during the inspection. He spoke to parents, viewed their written feedback and took account of their views.
- The inspector viewed all areas of the premises used by children and discussed health and safety with staff.
- The inspector held a meeting with the pre-school leader who is also the nominated person and designated safeguarding lead. He spoke with the chairperson and treasurer of the committee about safeguarding and leadership and management.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school. He discussed self-evaluation and performance management with the pre-school leader.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of changes to members of the committee and has not provided Ofsted with all the necessary information needed to check the suitability of all committee members. However, the impact on children is minimised. The provider has completed a Disclosure and Barring Service check for all committee members. She ensures they do not carry out any direct responsibilities that relate to the safeguarding and welfare of children. Committee members do not work with or have any direct contact with children. They understand the procedures for reporting concerns for children's welfare and managing allegations against staff. Safeguarding is effective. Despite the weakness, all staff are knowledgeable about child protection policies and have an up-to-date knowledge of safeguarding legislation. The leader follows safer recruitment procedures to help check the suitability of all staff. Parents', staff's and children's views are all used well in self-evaluation. For example, the leader has used parents' suggestions to increase the range and frequency of outings for children in the local community.

Quality of teaching, learning and assessment is good

Teaching is strong. Observation, assessment and planning systems are effective. Staff quickly reshape activities to build on children's interests and prior learning. For example, staff set up a role-play post office to enable children to practise the skills they have learnt from visiting the local post office. Children cut up stamps with scissors to stick on letters. They weigh letters on scales to identify the quantity of stamps needed and write addresses on envelopes. Staff provide a postbox for children to post their letters in. When it becomes full staff use open-ended questions to encourage children to find a solution to the problem. Children skilfully work out they need to make a bigger one. They set to work covering a large cardboard box with red paper and cutting a hole in it for their letters. Children recall from their outing that the post box had writing on it. Staff help children to safely search the internet for pictures of a post box, so they know what to write on theirs. This effective teaching helps to engage and motivate children well in their learning and teaches them some of the skills they need for school.

Personal development, behaviour and welfare require improvement

Due to the weaknesses in leadership and management the provider is not promoting children's safety and welfare to a good level. Nevertheless, staff care for children with sensitivity and compassion. They have a strong focus on promoting children's healthy lifestyles. For example, they organise for visitors to attend the pre-school to teach children and their parents about the importance of healthy eating.

Outcomes for children are good

All children make good progress, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Children are developing good communication skills and can use positional language in their play. They are imaginative and enjoy being expressive, such as making sound with instruments.

Setting details

Unique reference number	509542
Local authority	Hampshire
Inspection number	1068592
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	27
Name of registered person	Holybourne Village Pre-school Committee
Registered person unique reference number	RP904516
Date of previous inspection	4 March 2014
Telephone number	07748 824 942

Holybourne Village Pre-school registered in 2000. It is run by a voluntary management committee. The pre-school opens Monday to Wednesday from 9am to 3pm and Thursday and Friday from 9am to midday, during term time only. It receives funding to provide free early education for three- and four-year-old children. There are four staff employed to work with the children. Of these, three hold relevant early years qualifications at level 3.

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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