

# Waltham Chase Pre-school



Waltham Chase Village Hall, Winchester Road, Waltham Chase,  
SOUTHAMPTON SO32 2LX

<b>Inspection date</b>	15 October 2018
Previous inspection date	18 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The staff team works hard to involve all parents in their child's education. Staff have identified the most appropriate methods to share details of children's assessments. Staff are quick to advise parents about how they can help children meet the next steps in their learning. Children from a variety of different circumstances make good progress in their learning.
- Staff promote mathematics very well. They support children to notice and recognise numbers in the environment. For example, older children count out money and charge their friends for their 'shopping'. Staff show young children how to raise their fingers to signify numbers.
- Staff give children good support to stay safe in the environment, such as when they remind them how to grate and chop food safely. Children are supervised well by staff. They follow instructions and carefully keep fingers away from sharp edges.
- A wide range of professional development opportunities is available to the staff team. Management identifies good-quality learning and seeks the opinions of staff about the type of training that will benefit children. The manager continues to improve the quality of teaching within the pre-school.

### It is not yet outstanding because:

- Staff do not consistently provide all children with opportunities to communicate their emotions, and some children get easily frustrated.
- On occasion, staff ask children to tidy up resources before they have completed the projects they are working on. Children are not consistently able to gain the pleasure of seeing the finished result.

## What the setting needs to do to improve further

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

- provide more opportunities for all children to share their feelings and emotions, including children whose speech is not fully developed
- allow children the opportunity to return to projects and complete them later if they choose, to gain a sense of personal satisfaction.

### Inspection activities

- The inspector had a tour of the premises that staff use when they look after children.
- The inspector observed teaching throughout the provision. She spoke with staff about activities they plan for children.
- The inspector and the manager watched and evaluated an activity.
- The inspector accessed children's learning records, and she spoke with key staff about individual children's progress.
- The inspector held discussions with parents. She talked to them about the methods staff use to share information about their children's learning with them.

**Inspector**  
Julie Bruce

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager regularly reviews safeguarding procedures and tailors them to meet the needs of the setting. She constantly checks her staff team's understanding of different aspects of child protection. For example, she asks staff questions about the action they would take if they were worried about the welfare of a child. The manager holds regular supervisory discussions with her staff and offers them constructive support. For instance, she appoints members of the senior team to mentor less experienced staff. She invites all staff to give feedback on the provision they offer, and to share their opinions about possible areas for improvement. Recently, the manager has successfully enhanced the planning system. She monitors children's individual progress closely. She holds detailed discussions with staff about how to plan specific activities to address any gaps in their learning.

### Quality of teaching, learning and assessment is good

Staff liaise closely with professionals. They act on the advice of medical experts and, when necessary, refer children to other agencies for ongoing support. Staff teach children about the communities in which they live. They provide children with resources that reflect their own families. Children enthusiastically discuss their parents' job roles, and talk about daily events in their lives. Staff offer children good support to act as part of a team. For example, they showed a group of children how to roll out and slice dough. Children showed physical strength as they pushed down hard to cut numbers and shapes. Staff help children to develop their early writing. They provide children with writing resources for a range of purposes. For instance, staff and children worked together to collate a shopping list.

### Personal development, behaviour and welfare are good

Staff have improved the methods they use to promote children's physical development. For instance, they communicate with parents and endorse the types of food that form part of a healthy lunch box. They encourage children to eat healthy snacks and guide children to peel and chop fruit and vegetables. Staff form secure links with teachers at local schools, such as when they share information about children's care. Teachers advise staff about the type of information that is most useful for them on children's end of pre-school report. Staff encourage children to show respect towards their friends, such as when they remind them to share toys. Staff always welcome children in their key groups when they arrive in the morning, and children quickly settle into play.

### Outcomes for children are good

Children organise groups and read familiar stories to their friends. They point out objects they have in their own homes. They build up strength in their hands, for example, as they pick up small objects with tools. Children gain independence skills that prepare them well for when they move to the next stage of their education. They write their names and put on their coats and shoes.

## Setting details

<b>Unique reference number</b>	109969
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063282
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Waltham Chase Pre-School Committee
<b>Registered person unique reference number</b>	RP904518
<b>Date of previous inspection</b>	18 January 2016
<b>Telephone number</b>	07913 640 795

Waltham Chase Pre-school registered in 1991 and operates from the village hall in Waltham Chase, Hampshire. The pre-school operates term time only, from 8.30am to 3pm on Monday to Friday. It provides funded early education for children aged two, three and four years. There are nine members of staff, eight of whom work directly with children. Of these, the manager holds a childcare qualification at level 4 and six other members of staff hold a qualification 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.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

