

Inspection of Denmead Pre-School

Memorial Hall, Hambledon Road, Denmead, Waterlooville, Hampshire PO7 6PW

Inspection date: 28 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the pre-school. They are confident and display a positive attitude to learning. Children are keen to take part in activities and quickly become engrossed in their play. The curriculum is implemented through good-quality teaching. Children's physical development is supported well and they enjoy playing outside. Staff provide appropriate outdoor clothing, which means children are able to explore the outdoors in all weathers. They have access to a large range of resources, including sand, water and mud. Children take managed risks, such as using crates and large planks of wood to make pretend beds.

Children behave very well. Staff and children come together at the start of the session to remind everyone of the pre-school's values. Children confidently give ideas of using kind words and sharing toys to achieve these. Staff are positive role models. They have high expectations of children. Staff are warm and nurturing in their approach, and provide consistent praise and encouragement. This supports children to feel valued and build their self-esteem. The key-person system is embedded and children form secure attachments with staff. Children learn about healthy lifestyles through good hygiene procedures and growing their own fruit and vegetables. They help to prepare and serve their own snack.

What does the early years setting do well and what does it need to do better?

- The manager and staff are committed to providing the best possible care and education for all children. They provide a stimulating environment that supports children effectively to make good progress from their starting points. The manager and staff successfully monitor and review the setting, and use the information they gather to drive future improvements. For example, they adapt the way that staff work together through a buddy system to support children to achieve their next steps of learning.
- Partnerships with parents are good. Staff provide regular updates about children's progress. Parents are actively involved in their children's learning. They take home books and other resources, such as games, to continue children's learning at home. Parents speak highly of the staff. They feel staff are friendly and helpful.
- Children are independent learners. They show responsibility for their own play and learning. Children make choices in their play as they select paints from bottles and wash up the pots and brushes.
- Staff have a good understanding of how children learn and develop. They plan a curriculum that is built around what children already know and can do. Staff skilfully provide experiences that follow children's interests and what they need to learn next. Any gaps in learning are identified and addressed. For example, staff target children's communication and language development through

specific small-group activities.

- Children enjoy listening to stories individually and in groups. They enjoy joining in with parts of the story they know, talking about what they can see in the pictures. Staff place books in all areas of the setting to extend children's knowledge. Children develop good literacy skills. They recognise letters from their name and are able to talk about what other things start with the same letter.
- The manager undertakes regular supervision and observation of staff. However, there is still scope for continuous professional development opportunities to focus more precisely on raising the quality of teaching to the highest level.
- Children with special educational needs and/or disabilities are supported well. Staff work well with other professionals to ensure children are able to make continued progress in their learning and development.
- Staff encourage children's mathematical development effectively. Children use mathematical language in their play. They talk about cutting play dough in half, count the children that are in attendance and confidently talk about how old they are.
- Children are confident to communicate their ideas and thoughts during their play. However, at times, some staff do not consistently recognise opportunities to extend children's learning as they ask too many closed questions. This does not give children scope to develop their language skills even further.
- Staff provide a rich variety of experiences to help children learn about the world around them. Children explore noodles and join in with dragon dancing as they celebrate Chinese New Year. Visitors and parents are invited in to share their skills with children. This enables children to develop an understanding of the world through meaningful experiences.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of the signs and symptoms that may indicate possible concerns about children's welfare. They understand the safeguarding policy and know who to contact if they have concerns about a child in their care. The designated safeguarding lead ensures staff's knowledge is kept up to date through staff meetings. The management team has robust recruitment and induction procedures in place to ensure staff are suitable to work with children. Rigorous risk assessments are carried out in all areas used by the children to minimise potential hazards. Staff place a fence around the pre-school's garden and check the area daily to ensure children's safety.

What does the setting need to do to improve?

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

- improve the way in which staff develop and extend children's language and communication skills
- enhance the professional development programme for staff to improve the quality of teaching to the highest level.

Setting details

Unique reference number	110352
Local authority	Hampshire
Inspection number	10063289
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	32
Name of registered person	Green, Mary Elizabeth
Registered person unique reference number	RP907922
Telephone number	07910 608319
Date of previous inspection	11 March 2016

Information about this early years setting

Denmead Pre-School registered in 2000 and operates from the memorial hall in Denmead Village, near Waterlooville, Hampshire. The pre-school employs eight members of childcare staff. Of these, six have early years qualifications at level 3, one has an early years qualification at level 4, and one has an early years qualification at level 5. The pre-school is open from Monday to Friday during term time. Sessions are from 8.30am until 3pm on Monday, Tuesday, Thursday and Friday, and from 8.30am to 12.30pm on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- The inspector spoke with staff and children during the inspection.
- A joint observation was completed by the inspector and the manager.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- During the inspection, the inspector spoke to a selection of parents and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of the staff working at the setting.

We carried out this inspection 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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