

Inspection of Hambledon Pre-School

Youth Hut West St, Hambledon, Hampshire PO7 4RW

Inspection date: 17 September 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, secure and safe. Due to the COVID-19 (coronavirus) pandemic, parents and carers are currently unable to enter the setting. Despite this, children settle quickly on arrival. They engage in well-planned activities that capture their interest. They are kind and show empathy as they learn about the world around them. For example, children show interest in mini-beasts. They find spiders and discuss the need for gentle handling and care.

Children are learning how to be resilient and feel safe to express their needs and feelings. Staff know children well and have high expectations of their behaviour. They respond to changes in children's behaviour positively and calmly. Children are developing skills to manage their feelings. For instance, they learn how to use mindful breathing exercises when feeling frustrated.

Children benefit from thoughtful routines and activities that maximise their learning. Staff have a good understanding of how children learn. They test whether children have remembered what has been learned and plan challenging activities that support their next steps. Staff have a good understanding of each child's learning journey. All children are making good progress as a result.

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

- The well-qualified manager has a clear, ambitious vision for all children, which she shares with her team. She has a secure understanding of staff's development needs. She works closely with them, modelling good practice, and provides support and coaching.
- Members of the management committee have made improvements in understanding their role and responsibilities. They have a clear overview of the pre-school and have systems in place to challenge any areas for development. Processes to provide staff with meaningful supervision are now in place.
- Children have lots of opportunities to deepen their understanding of early mathematical concepts. For example, during snack time, they discuss who they are sitting next to, behind and in front of. Children discuss how many pieces of fruit they will need on the snack shopping list.
- Children are learning how to keep themselves safe and healthy. In preparation for snack time, they discuss the importance of washing their hands and wearing aprons, to stop the spread of germs. Staff encourage children to use knives safely as they cut fruit for their friends.
- Children enjoy being physically active. Staff set up an assault course during outside play. Children challenge themselves as they crawl, jumps, shuffle, run, balance and climb. They encourage each other to take turns and cheer each other on.

- Staff support children's communication and language development well. They use every opportunity to engage children in conversation. Staff provide children with new vocabulary, which they then use in their play. For example, children use the word 'camouflage' as they plan a bug hunt.
- Children are learning about the world and the impact their actions have on the environment. For instance, they talk about the importance of recycling and separate their waste after mealtimes. During a local walk, children learn about nature and how to take care around wildlife. However, opportunities are not always extended to support children's understanding of wider communities.
- Staff have improved their understanding of how children behave. They regularly observe children to identify any potential triggers of unwanted behaviour. They use this information to adapt teaching styles and the learning environment. This means children stay focused throughout the day. Staff consistently notice and celebrate children's good behaviour. This encourages children to follow the rules and feel good about themselves.
- Staff support children with special educational needs and/or disabilities (SEND), well. The manager plans how she can use additional funding to benefit those who need it most. Staff work in close partnership with parents and professionals. As a result, potential gaps in development are swiftly addressed.
- Parents and carers speak positively about the setting and comment on the improvements made. They receive regular communication about their children's experiences. Parents are happy with the progress their children have made during their time at pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Members of the committee, the manager and staff benefit from regular safeguarding training. The designated safeguarding lead ensures staff have a good understanding of the policy and procedures to keep children safe. Staff monitor children's welfare closely and take appropriate action within required timescales. The manager and staff demonstrate a good understanding of risk assessment. Children are learning to stay safe on outings as they identify potential risks they may come across.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn about diversity outside their own community.

Setting details

Unique reference number	EY404674
Local authority	Hampshire
Inspection number	10206269
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	26
Number of children on roll	15
Name of registered person	Hambledon Pre School
Registered person unique reference number	RP908606
Telephone number	02392632242
Date of previous inspection	12 October 2017

Information about this early years setting

Hambledon Pre-School registered in July 2012. It is situated in a youth hut, adjacent to the village hall in Hambledon, Hampshire. The setting operates from 8.15am to 5.30pm on Monday, Tuesday, Wednesday and Friday, and 8.15am to 5pm on Thursday, during term time only. Staff qualifications range from level 7 to 2. The setting claims early years education funding for three- and four-year-old children.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management committee about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a focused activity.
- Parents and carers shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021