

Inspection of 3-2-5 Pre-School

Burghclere Down Community Centre, Berry Way, Andover, Hampshire SP10 3RZ

Inspection date: 11 October 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They are very motivated to learn and persist with activities they enjoy. They are provided with an exciting curriculum. Children learn about capacity and number. For instance, they fill and empty containers with water, play with mud and sand, and make modelling dough. During water play activities, they confidently tell staff that 'fir cones float' and 'shells and conkers sink'. Children enjoy making modelling dough. They smell and add herbs to the dough and tell staff that the herbs are basil. Children jump in and out of old car tyres, walk along milk crates and ride two-wheeled bicycles with great control. They learn and use new words, including children who speak English as an additional language.

Children learn to respect other people's choices. For example, with the support of their parents, they are encouraged to vote for books they want to be read during group story times. Children keep on trying during activities and are proud of their achievements. They show great excitement and say, 'I did it' when they write numbers and letters in their names. Children remember what they learn. They join pieces of train track to items such as bridges and find the pieces they know will fit together well.

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

- Managers have a very good knowledge and understanding of what they want children to learn and achieve. They coach and support staff to provide children with a stimulating learning environment, indoors and outdoors. Staff have a very good understanding of children's differences, which they use to meet their individual needs.
- Managers have made significant improvements to how staff plan and support children's learning. Staff now use children's emerging interests during all activities to successfully extend their learning and development.
- The special educational needs coordinator works well in partnership with parents, other agencies and staff to reduce any gaps in children's development. She makes sure that any developmental concerns are responded to quickly. Children with special educational needs and/or disabilities are fully included in all activities.
- Staff have improved how they support children who speak English as an additional language. They use resources, sign language and words in children's home languages to develop their speaking skills.
- Staff have recently started to provide children with small-group activities that focus on reducing gaps in their communication and language. However, sometimes, children lose concentration due to the distractions around them.
- Managers have improved parents involvement in children's learning and

development. Staff now regularly share children's developmental progress and next steps with parents. There are also opportunities for parents to borrow books to read to their children at home.

- Staff have a good knowledge and understanding of children's individual needs. They consistently adapt their approach to help children behave well. For example, they patiently explain what is expected and give children time to think about what they are asked to do. Children cooperate and learn to be kind to their friends.
- Staff encourage children's independence. They support children to look after their belongings, wash their hands and to cut up fruit to eat at snack time. However, staff do not consider ways to further improve the organisation of routine events, such as snack time, so that children's play is not disrupted unnecessarily.
- Staff are positive role models for children. They show interest in what children choose to do, respond to their emotional needs and get fully involved in their play. Children were seen running to a new member of staff for a friendly hug.
- Managers have made improvements that have helped children who are new to the pre-school to quickly settle and feel secure. The manager and children's key person visit families at home before children start at the pre-school. They ask parents for information about children's development that helps all staff to smoothly continue children's learning. Children form close relationships with their key person, who is someone that is familiar to them.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good knowledge and understanding of their roles and responsibilities to safeguard children's welfare. All staff complete safeguarding training, including the 'Prevent' duty, which is regularly updated. Staff have a secure understanding of what to do if they are concerned about a child's safety. Staff use risk assessment effectively to keep children safe. They are well deployed and supervise children at all times. They make sure that children do not go near the low-level fence that surrounds the outdoor play area. Staff remind children to wear safety helmets when they ride the two-wheeled bicycles in the garden.

What does the setting need to do to improve?

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

- consider ways to maintain children's concentration during language group activities
- further improve the organization of snack time, so that children do not have to wait for long periods and their play is not disrupted.

Setting details

Unique reference number	EY285836
Local authority	Hampshire
Inspection number	10106818
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	27
Name of registered person	3-2-5 Pre-School Playgroup Committee
Registered person unique reference number	RP910534
Telephone number	07944 220 280
Date of previous inspection	29 April 2019

Information about this early years setting

3-2-5 Pre-School registered in 2004. It operates from Burghclere Down Community Centre in Andover, Hampshire. The pre-school is open each weekday during term time, from 9.15am to 2.15pm. It has a parents' committee and employs seven staff. Of these, the manager holds a relevant level 5 qualification, one staff member holds a level 4 qualification and five staff hold level 3 qualifications. The pre-school receives funding to provide free early education to children aged two and three years.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector observed how staff support children during indoor and outdoor activities, and assessed the impact this has on their learning.
- The inspector spoke with parents, managers, staff and children during the inspection.
- The inspector completed a learning walk and a joint observation with the manager.
- The manager and the inspector discussed self-evaluation and improvements that have been made to children's care and learning since the last inspection.

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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