

Inspection of Pennington Village Pre-School

C/O Pennington Village Pre-School, Priestlands Road, Pennington, Lymington, Hampshire SO41 8HX

Inspection date: 7 March 2022

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| 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 safe at the pre-school and their behaviour is good. They share the resources and turn take with their friends. Children choose activities from the well-organised environment and explore independently. They enjoy the broad range of experiences that staff provide for them. Children confidently problem-solve as they build towers from the wooden blocks. They work out that some blocks do not balance very well and remove these. Children find alternative bricks to complete their constructions. They smile, displaying a sense of achievement, as they finish their models.

Children play well together and show that they are confident in their surroundings. They explore the outside area with ease. Children play group games, such as 'What's the time Mr Wolf?' They recite the time and run away excitedly when the 'wolf' chases them. Children work together to pour water into the specially arranged guttering to create a sea for the toy dinosaurs. They experiment to find out how to collect the water faster by lifting the large plastic tray. As a result, children are problem-solving and persevering to test out their play ideas.

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

- Staff encourage children to adopt healthy practices. For instance, children wash their hands after using the toilet and before meals. Children enjoy eating a range of healthy snacks, such as bananas, apples and breadsticks. Staff offer children water or milk to drink. Children help to hand out the plates and pour their own drinks from the jugs. However, at lunchtime, healthy choices are not promoted consistently. This does not support children's understanding about maintaining a healthy diet.
- Parents generally speak highly of the quality of care given to their children. They discuss the 'All about me' form which seeks information about their children's interests and health needs. Parents say they know about their children's progress through the online system. Staff provide learning and development activities to support children's learning at home. However, some parents are unaware of these.
- The staff work well together and feel supported by the committee and management team. They receive regular supervision and have access to a variety of training opportunities. This helps to keep their knowledge current and continually improve their practice.
- The management team and staff have high expectations for all children. They are aware of children's interests and what they need to learn next. As a result, staff provide activities to meet children's specific needs. Children's communication and language development is a focus for the pre-school and regular singing and story time sessions take place. Staff regularly check the

development of all children. This helps to ensure that they make progress across all areas of learning.

- The management team has carefully considered the impact of the COVID-19 pandemic on children's learning and development. As a result, staff identify opportunities to help children to catch up. For example, staff work effectively with parents to support toilet training. In addition, children work in small language groups to improve their communication skills.
- Staff ensure that children with special educational needs and/or disabilities have their needs met well. The special educational needs coordinator is knowledgeable in her role and makes timely and appropriate referrals. Staff work with other professionals and parents to put in place strategies to help children make the best progress.
- The pre-school is on a school site. Staff form good relationships with the teachers and share information about the children's progress. Children attend stay-and-play sessions in the summer term to become familiar with the environment before they start. This helps to ensure smooth transitions when the children move to the Reception class.
- Children enjoy going outside to play in the fresh air. They develop appropriate self-care skills and put on their own coats. They use a variety of equipment to develop their physical skills. This includes balancing on tyres and climbing onto the pirate ship. Children's confidence grows as they experiment with different seating positions as they ride the truck down the track. They explore facing forwards and sideways, as they continue down the path.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their roles and responsibilities. Safeguarding discussions take place at team meetings. This helps to ensure that staff's understanding remains current. Staff have a good awareness of wider safeguarding issues, such as radicalisation and county lines. All staff hold current paediatric first-aid certificates. This helps to keep their knowledge up to date and enables them to respond to children's accidents appropriately. The management team carries out risk assessments. This helps to make sure that the building and grounds are safe for the children. Robust recruitment procedures, implemented by the management team, ensure that staff are suitable.

What does the setting need to do to improve?

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

- support parents to understand the importance of healthy eating and providing suitable dietary options for children's lunch boxes
- provide opportunities for parents to access activities and resources to promote

children's learning at home in a variety of ways.

Setting details

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| Unique reference number | EY272703 |
| Local authority | Hampshire |
| Inspection number | 10221985 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 48 |
| Number of children on roll | 41 |
| Name of registered person | Youth Centre Playgroup (Lymington) Committee |
| Registered person unique reference number | RP521789 |
| Telephone number | 01590 610 925 |
| Date of previous inspection | 21 March 2018 |

Information about this early years setting

Pennington Village Pre-School registered in 2003. It operates from a school building in the grounds of Pennington Infant School, near Lymington, Hampshire. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. Lunchtime provision is also available from 11.45am to 12.30pm. An early bird breakfast session is available from 8am to 8.45am. The pre-school receives specific funding, including early years funding for two-, three- and four-year-old children. The pre-school employs seven members of staff. Of these, one holds a qualification at level 6, five hold qualifications at level 3, and one holds a qualification at level 2.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents and grandparents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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