

# Inspection of Bevan Lodge Community Preschool

Bevan Lodge Community Preschool, 67 Albert Road, Farnborough, Hampshire  
GU14 6SL

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Inspection date: 16 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settle quickly in this warm and friendly pre-school. They develop secure relationships with the kind and caring staff. Children independently access a wide range of toys and resources, indoors and outdoors. They understand and follow clear routines to help them learn how to manage their own needs. For example, children find their coats prior to going outside and confidently follow handwashing routines before mealtimes. Children are well behaved and understand the need to use timers to share or wait their turn. Staff offer good praise to children, such as when helping to tidy away toys and resources.

Children take trips in their local community and staff plan regular visits linked to children's interests. They become immersed in their play and are motivated and inquisitive learners. For example, children use their imaginative skills and show high levels of engagement during an outdoor play dough activity. They create models and use language such as 'smooth, silky' and 'squashy' as they describe the textures of the play dough.

Children with special educational needs and/or disabilities and those in receipt of early years funded education develop a positive attitude towards learning, while they learn skills for life.

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

- The manager has good relationships with the other settings children attend. She communicates regularly with local schools and other professionals to support children's transitions. The manager has a close relationship with the committee. This enables her to provide resources that meet the needs of all children and helps them make good progress in their learning.
- Staff provide a vast range of opportunities to enhance children's communication and language skills. Children enthusiastically join in with stories, songs and rhymes and have lots of conversations with adults and other children. They listen attentively to stories, remember phrases and repeat words in songs.
- Parents are highly complimentary about the staff. They praise the pre-school and the positive impact it has had on their children's development. Parents appreciate the feedback they receive from staff about the day-to-day activities at the pre-school. They comment on how happy their children are to attend the setting and value the care that they receive.
- Children are developing an understanding of healthy lifestyles. They enjoy plenty of opportunities for outdoor play. Children exercise their large muscles as they confidently learn to climb, to run and to balance in the outdoor area. Staff deliver musical movement sessions where children move their bodies in time to the music and reach up high, squat down low, jump and dance. This helps to

promote children's physical skills and mental well-being.

- Staff have high expectations of children and set clear boundaries for their behaviour. They act as good role models and have high expectations for children's behaviour. Children are kind and caring to staff and each other and display high levels of empathy for others. They help comfort their friends if they are upset and demonstrate positive behaviours, such as sharing and taking turns.
- Children have access to a broad curriculum, which considers children's individual needs. Staff assess children's development and gather information from parents about their learning at home. However, at times, staff do not make the best use of all the information to extend children's learning even further.
- The manager is reflective and she continually monitors and evaluates the effectiveness of the pre-school. She provides some feedback for staff to help them to improve their practice. However, feedback is not always specific enough to help individual staff improve their skills and knowledge further. Consequently, there are some variations in the quality of education across the pre-school. For instance, not all staff are clear on what skills and knowledge they want children to gain through the activities the children choose. This means, at times, some children are not fully challenged.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of how to ensure that children are kept safe. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know which procedures to follow when they have a concern about a child or an adult. The manager and staff have a good knowledge and understanding of the wider safeguarding issues, such as the 'Prevent' duty. All staff complete regular safeguarding and first-aid training to keep their knowledge up to date. Rigorous and robust recruitment procedures are in place for all staff.

## What does the setting need to do to improve?

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

- support staff to use all the information that they know about children to precisely identify next steps and extend their learning even further
- strengthen the arrangements for the supervision of staff and monitoring of teaching to identify training and professional development opportunities that help raise the quality of teaching consistently to the highest level.

## Setting details

<b>Unique reference number</b>	EY556147
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10175040
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Bevan Lodge Community Pre School CIO
<b>Registered person unique reference number</b>	RP556146
<b>Telephone number</b>	01252 510 993
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bevan Lodge Community Preschool registered in 2018. It is open Monday to Thursday 8.30am to 3.30pm and Friday from 8.30am to 12 midday, term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs 12 childcare staff, of these 11 staff hold appropriate early years qualifications at level 3 or above. The manager holds a level 6 qualification.

## Information about this inspection

### Inspector

Joanne Allen

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager and the inspector undertook a learning walk, where the planned learning behind the educational programmes on offer was discussed.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record keeping.

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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