

Inspection of Hedca Pre-School

Coombe Road, Gosport PO12 4JB

Inspection date:

17 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children's experiences vary at the pre-school. Most children receive good support for their learning, but others do not. Some children need more encouragement to persist and engage in learning. Not all staff provide this consistently. Despite this weakness, children show that they feel safe in the staff's care. Children enthusiastically greet staff with laughs of delight as they return after their lunch breaks. They take the staff's hands to show them things that interest them outdoors.

Children settle swiftly as they enter the pre-school. They know the routines and confidently clean their hands before they go and explore. Children clearly enjoy seeing their friends and warmly greet them when they arrive. They learn how to play cooperatively, although staff do not consistently help children to manage their feelings and behaviour.

Children do not benefit from deep and meaningful interactions with staff to challenge their learning. Staff do not always know how to implement planned activities effectively to support children's learning. For instance, during a planned activity to help children learn about different cultures, staff do not implement the intended learning for this. Instead, children learn about the colour green and making prints.

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

- The manager has started to observe and monitor the quality of staff practice. She has a clear idea of the skills she would like to teach children before they move on to the next stage in their education. However, staff are not consistently delivering good-quality learning opportunities to children. They do not benefit from activities that offer appropriate challenge and interest to motivate them in their learning.
- Staff do not have the highest expectations for children, particularly older children. Staff do not consider this when setting out activities and resources. They offer low-level challenge which does not engage children in their learning.
- Staff do not support children to learn to manage their own safety. Staff tell them to 'be careful' rather than encourage them to problem-solve. Children do not have the support they need to assess risks as they balance on planks of wood. Despite this, they keenly show that they are competent movers.
- Staff do not help children to learn about similarities and differences effectively. For instance, there are very few resources to reflect children's home cultures. This limits children's understanding of the world around them.
- Additional funding has been carefully used to help all children have the same opportunities and experiences. The manager involves parents in making

decisions about how to spend funding. This helps to strengthen partnerships with parents and offers continuity for children's care and learning.

- The staff team has identified that many children need additional support for their developing communication skills after COVID-19 restrictions. Staff offer children opportunities to hear new words. For instance, they comment on children's actions as they play. Children listen to stories and take part in singing sessions. Staff make effective use of signs and symbols to support children's understanding.
- Staff encourage children to wash their hands at appropriate times, such as before eating. They share ideas with parents to support them to provide nutritious lunches for their children. Children have the opportunity to be physically active every day. They enjoy the large outdoor learning space and big indoor hall. Children can play energetically with the staff and their friends.
- Staff have built effective partnerships with external professionals who support children at the setting. All staff offer a consistent approach to supporting children with special educational needs and/or disabilities (SEND). This ensures children with SEND make good progress in their learning.
- Parents comment positively about the pre-school and how the staff support their whole family. They say staff are always happy to help them.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand that their role is to keep children safe at all times. They know the signs that indicate a child may be at risk of abuse. Staff know the procedures to follow if they have concerns about children's welfare. The manager holds regular staff meetings to keep staff's knowledge and understanding of safeguarding current. The manager implements a robust recruitment process. This helps to ensure staff are suitable to work with children. The premises are secure and staff supervise children effectively when using shared facilities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of staff practice to ensure they have high expectations for children and offer all children consistently good-quality experiences that support, challenge and extend their learning further	18/05/2022

plan and deliver a curriculum that consistently provides children with a good level of challenge so they are engaged and motivated in their learning.	18/05/2022
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To further improve the quality of the early years provision, the provider should:

- support staff to improve their skills and understanding when supporting children to problem-solve and when they learn to manage risks
- provide further opportunities for children to strengthen their understanding of differences between themselves and others, in their local community and the wider world
- improve staff's knowledge of how to support children's behaviour more effectively to help them to manage their feelings and actions positively.

Setting details

Unique reference number	109812
Local authority	Hampshire
Inspection number	10228136
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	52
Number of children on roll	26
Name of registered person	Hardway & Elson District Community Association Committee
Registered person unique reference number	RP522820
Telephone number	0239 2588023
Date of previous inspection	31 January 2017

Information about this early years setting

Hedca Pre-School registered in 1996. It operates within the Hedca Community Centre, which is situated in Gosport, Hampshire. The pre-school receives funding to provide free early education for children aged two, three and four years. It is open from 9am to 3.30pm each weekday, during term time only. There are seven members of staff who work at the pre-school. Of these, the manager holds a level 5 qualification and the rest of the staff hold level 3 qualifications.

Information about this inspection

Inspector
Emma Dean

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 this 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 intend for the children to learn.
- The inspector observed the quality of education being provided indoors and outside, and assessed the impact this was having on children's learning.
- The inspector talked to staff and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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