

Inspection of Skylark Pre-School

4 Shackleton Road, Rowner, Gosport, Hampshire PO13 9SG

Inspection date: 12 April 2022

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 behave well and are happy and settled. They concentrate and keep on trying during activities they enjoy. Children celebrate their own and other children's achievements. For example, they say 'I am getting good at this' when they successfully identify words that begin with the same letter. Children listen attentively to stories and join in with the parts they know, for example about 'The Three Little Pigs'. Children also enjoy looking at books independently in a cosy den.

Children learn about other cultures and beliefs. For instance, to celebrate Chinese New Year, they searched for lucky coins in shaving foam, made paper lanterns, listened to Chinese music and watched dragon dances on the internet. This helps children to appreciate diversity and accept people who are different from them.

There are high expectations for all children and they develop the skills they need for the future. Children have very good opportunities to develop core strength and pre-writing skills. For instance, they enjoy taking part in yoga activities. Children also enjoy using sponge rollers and paint to make patterns on a large piece of paper attached to a garden fence. They enjoy using their hands to make marks in shaving foam on tables and windows. Children often play imaginatively, for instance, in an outdoor mud kitchen and a role play hairdressers.

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

- The newly appointed manager works well with staff to evaluate and continually improve the curriculum and children's learning and development. Together, they have significantly increased the range of resources and activities available to children. As a result, children are very motivated to learn and are provided with an ambitious curriculum, both indoors and outdoors.
- The manager talks to staff about the learning objectives for activities and role models good practice. She has a clear vision of the intent for children's learning which she shares with staff and encourages them to use their own ideas to achieve this. Staff have a good understanding of how to support and extend children's learning.
- Staff encourage children to do things for themselves, for example to learn to put on their coats. Children confidently and independently choose activities and resources. However, staff have not considered ways to further develop children's independence, for example at mealtimes.
- Staff successfully extend children's communication and language development. They join in children's play, respond to their interests and explain the meaning of words, for instance when they talk about 'northern lights'. Staff also teach children to use Makaton sign language to help younger children communicate. Parents are happy that their children are also using this at home to

communicate. However, staff do not encourage children who speak English as an additional language to use their home languages in their play, to extend their language development further.

- Staff consistently encourage children to express their feelings and emotions. They form very positive relationships with children, ask what makes them feel happy or sad and offer lots of cuddles and reassurance. Staff work very well with parents to meet children's individual emotional needs, to help them feel secure. For instance, they have introduced initiatives that successfully support children's communication with their parents who are deployed away from home in the Navy.
- Staff set clear expectations and boundaries with children and patiently explain that they must take turns, share the resources and use 'kind hands'.
- Staff have improved the opportunities for children to learn about number. For example, to celebrate Easter, they hid plastic eggs in wet sand and encouraged children to count the numbers they found. Children persisted at this activity for some time. Staff also support children to learn and sing number rhymes and to learn about number during story times.
- Managers work together well to support staff professional development. They have significantly improved the opportunities for staff to access training. All staff now have the opportunity to access online training that covers a variety of different subjects. Managers explain how the reduction in paperwork has enabled staff to engage more effectively with the children and extend their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is the designated safeguarding lead, has a good understanding of her role and responsibility to safeguard children. All staff complete child protection training which includes the 'Prevent' duty and have good opportunities to access other safeguarding training. Staff know what to do if they are concerned about a child's welfare and safety, or if an allegation is made against a member of staff. The premises are safe and secure. Staff have improved risk assessment. They supervise children well at all times to ensure they cannot independently access resources that may not be suitable for their age and stage of development.

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 support children to develop the confidence to use their home languages in their play
- coach and support staff to support children's independence further.

Setting details

Unique reference number	109792
Local authority	Hampshire
Inspection number	10221218
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	18
Number of children on roll	13
Name of registered person	Naval Under Fives (Eastern Area) Committee
Registered person unique reference number	RP519689
Telephone number	077 7315 4757
Date of previous inspection	13 September 2019

Information about this early years setting

Skylark Pre-School registered in 1992. The pre-school opens Monday to Friday, from 7am until 6pm, for most of the year. There are six staff employed; three hold relevant qualifications at level 3, one holds a level 2 qualification and two are unqualified. The setting receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector completed a learning walk and joint observation with the manager.
- The inspector talked with children, parents and staff during the inspection.
- The inspector observed children taking part in activities, indoors and outdoors.
- The inspector met with managers and discussed evaluation and improvements that have been made to children's care and learning.

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 2022