

# Inspection of Fernlea Pre-School

Fernhill School & Language College, Neville Duke Road, FARNBOROUGH,  
Hampshire GU14 9BY

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Inspection date: 27 April 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

Children happily arrive at the setting and separate from their carers with ease. They become fully engrossed in the activities on offer. Children are close to their key person and seek them out for comfort and support. They demonstrate that they feel safe and secure. Children are confident and introduce themselves to visitors.

All children, including those in receipt of additional funding and children with special educational needs and/or disabilities, are developing their understanding of the world. As such, they confidently explore the pre-school environment. Children spend a significant amount of time outdoors. They push and roll go-kart wheels up and down the garden slope. There are opportunities to balance on beams, jump from cable reels and climb steps to the top of the slide. This has a positive impact on their physical development and risk management skills. Children engage in a variety of activities with enthusiastic adults. For instance, they work together to build dens. They snuggle inside on cosy blankets and join in singing songs together.

Staff follow the children's interests and provide a curriculum that motivates them to make good progress. For instance, following on from children's interests in mixing potions, staff provide a range of 'ingredients', such as pasta and bark. Children use a range of utensils that allows them to explore with creativity and imagination.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children's well-being and development is minimal because committee members do not have any unsupervised contact with children.
- Children's behaviour is very good. Staff are positive role models. They provide lots of praise and encouragement for children. Staff demonstrate as they show younger children how to interact with others. Staff model how to take turns. As a result, children copy the positive example provided and share resources well.
- The special educational needs coordinator works well with staff to quickly identify any areas of concern in a child's learning. Staff build effective partnerships with other professionals who support children and their families to receive the help that they need. This ensures that early interventions, including referrals to outside professionals, are put in place in a timely manner.
- Staff provide good support for children to learn about healthy lifestyles and good hygiene. They remind children to wash their hands after using the bathroom or

when coming in from outdoors. Staff provide activities linked to tooth brushing. Children use toothbrushes and toothpaste to clean pretend teeth. They talk about making healthy food choices and comment that 'eating too many sweets could damage their teeth and they may fall out'.

- Partnership with parents is good. Parents compliment the manager and staff on the care they provide for their children. They explain they are kept well informed of their children's learning and the activities on offer. Due to the COVID-19 pandemic, parents no longer come into the setting. Despite this, parents comment on the feedback that the staff provide at the end of the session.
- Staff have a good understanding of how children develop and what they want them to learn next. They weave mathematics into play both inside and outdoors. This means children are building confidence in numeracy over time. They explore shapes while building structures with coloured bricks on the light table. Maths was seamlessly introduced outside. Children enjoy opportunities to investigate numbers as they search for pebbles in sand. Older children identify numbers to 20 and work with their friends to order the pebbles as they find them.
- Staff support children to build a love of stories and books. They build literacy into everyday routines. For instance, children enjoy looking at books independently and being read to by staff throughout the day.
- Children are beginning to do some things for themselves, such as putting on their coats. However, occasionally, staff do not make the most of all opportunities to further support children's independence. For example, staff open up the contents of children's lunch boxes. Staff do not always give children the opportunity to do these things for themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm. They attend regular safeguarding training to keep their knowledge of child protection procedures up to date. Staff are aware of the signs that may indicate a child is at risk of harm. They have a good knowledge of reporting procedures and know the correct action to take should they have a concern about a child or colleague. The pre-school manager implements appropriate recruitment and vetting procedures to ensure all staff are suitable to work with children. Children learn to be aware of risks and they learn how to manage their own safety under the careful supervision of staff.

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

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

	<b>Due date</b>
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ensure that Ofsted is provided with the required information about members of the management committee so that suitability checks can be carried out.	11/05/2022
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**To further improve the quality of the early years provision, the provider should:**

- make the most of all opportunities to further develop children's independence in everyday routines.

## Setting details

<b>Unique reference number</b>	EY462960
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228092
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Fernlea Community Pre-School
<b>Registered person unique reference number</b>	RP532621
<b>Telephone number</b>	01276 36836
<b>Date of previous inspection</b>	7 December 2016

## Information about this early years setting

Fernlea Community Pre-School opened in 1968 and re-registered as a company limited by guarantee with charitable status in 2013. It operates from a designated building on the site of Fernhill Comprehensive School in Farnborough, Hampshire. The pre-school opens five days a week during term time. A variety of sessions are available on request with core hours between 8.30am and 3.30pm. Staff also offer a daily breakfast club from 8am. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 11 staff, of whom nine hold appropriate qualifications at level 3 or 4.

## Information about this inspection

### Inspector

Nina Lambkin

## 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 their evaluation of the provider.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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