

# Inspection of Hamble Village Playschool

The Memorial Hall, High Street, Hamble, Southampton, Hampshire SO31 4JE

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Inspection date: 10 May 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### **The provision is inadequate**

Weaknesses in safeguarding mean that children are not adequately protected. Recruitment procedures are not robust. The provider does not ensure that adults working with children continue to remain suitable. Nevertheless, children enjoy their time at the setting and make good progress in their learning.

Children enjoy looking at books and hearing stories read to them. They like to write on the large white board and hunt for the magnetic letters to create their names. This helps with their understanding of literacy and supports their language development. Children engage well with each other. For example, during imaginary role play in the café area, children take orders and issue bills to their friends. They enjoy making plates with pictures of their favourite foods, which they have skilfully cut from magazines.

Children have good attitudes to learning and behave well. They persevere as they balance on the line of rubber bricks, they have set up and shout 'Yes, I did it.' Children show a sense of achievement as they reach the end of the line, and then return to start again. At snack time, children are not given the same opportunities to practise their self-help skills. For instance, staff serve the snacks and pour the drinks. This does not help to encourage their independence in every day routines.

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

- The provider does not have robust recruitment procedures. Furthermore, processes are not in place to ensure staff and volunteers' ongoing suitability. This means that adults' suitability is not always fully checked. This demonstrates poor leadership as this breach in requirements was raised previously and has not been addressed. Therefore, children's safety and welfare are not assured.
- The manager does not monitor staff's work rigorously enough to ensure they fully complete two year old progress checks on all children. As a result, some staff do not consistently undertake assessment for their key children. This is to identify their next steps for learning and share this information with parents.
- Overall, group activities and routines support children to learn well. However, when all children are in the room together, noise levels can be high. This makes it difficult for them to hear one another. As a result, occasionally, opportunities for more focused interactions can be interrupted.
- Parents speak well of the setting. They talk about feeling part of 'the family'. Parents comment favourably about the care and education their children receive. They have noticed an improvement in their children's development at home. For example, they comment on how their children pick up sticks at the beach and attempt to write their names in the sand.
- The quality of education is good. There is a well-balanced curriculum built on the

children's interests and experiences. For example, staff challenge most-able children to find the letters to make their names. Younger children are given the opportunity to mark make in a variety of play opportunities.

- Developing communication and language is a strength of the setting. Staff read stories to the children and encourage them to finish the sentences, giving them time to respond. They sing familiar songs and children show their enjoyment as they join in the actions.
- Children wash their hands when they arrive, before mealtimes, and after visiting the toilet. Staff remind them to wipe their runny noses. This helps to reinforce good hygiene practices.
- Children enjoy a range of food at snack time. Staff encourage the children to try different fruits and vegetables. This supports children to develop their tastes and become familiar with a range of foods.
- Children from disadvantaged backgrounds and those with special educational needs and/or disabilities receive effective support. For example, staff work with families to access services, such as speech and language therapists. In addition, staff have a presence within the local community. They receive food donations from the supermarket, which they share with parents.
- Staff are warm and caring towards all children and there is a secure key-person approach. Staff understand the importance of their role, including helping children to build attachments. Staff deployment is good, they position themselves well to ensure the children are supervised. However, the lack of robust recruitment procedures and the weaknesses in reviewing staff's ongoing suitability have the potential to impact on children's well-being and safety.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in management practices mean that children's safety is not assured. The provider fails to implement robust recruitment procedures. Essential checks to ensure that staff continue to remain suitable to fulfil the responsibilities of their roles are not completed. For example, ongoing suitability procedures are not thorough. Staff hold current paediatric first-aid certificates and maintain their training. This helps them to keep their knowledge updated to respond to children's accidents appropriately. Staff keep upskilled with child protection matters, through training. They understand the procedures to follow if they are worried about a child's welfare or if they have concerns about other staff. They have a good understanding of safeguarding issues, including radicalisation and county lines.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
improve the recruitment and vetting procedures of staff and volunteers to ensure those looking after children are suitable and remain appropriate, to fulfil the requirements of their roles	24/05/2022
implement more effective oversight and monitoring of the provision to continually review and swiftly address any areas for improvement.	24/05/2022

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

	<b>Due date</b>
effectively monitor staff's implementation of the two year old progress checks to ensure that all children have these completed, and they are shared with parents.	24/05/2022

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

- review the organisation of the sessions to ensure that the noise levels enable children to be fully focused in their interactions with adults and peers
- offer further opportunities for children to practise their independence skills at all times.

## Setting details

<b>Unique reference number</b>	511086
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10220141
<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>	39
<b>Name of registered person</b>	Hamble Village Playschool Committee
<b>Registered person unique reference number</b>	RP522810
<b>Telephone number</b>	07903 388568
<b>Date of previous inspection</b>	24 January 2018

## Information about this early years setting

Hamble Village Playschool is run by a parent committee. It registered in 1999. It operates from the memorial hall in the village of Hamble, Southampton, Hampshire. It is open each weekday during school term time from 9am to 3pm. The pre-school has strong links with the local primary school. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are seven members of staff. Of these, the manager is qualified at level 5, one is an early years professional, four are qualified at level 3 and one is level 2 qualified.

## Information about this inspection

### Inspector

Lindsay Osman

## 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 manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 that this was having on children's learning.
- The inspector carried out a joint observation of a literacy activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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