

# Inspection of Hawley Pre - School

Holy Trinity Church Hall, Vicarage Road, CAMBERLEY, Surrey GU17 9BN

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Inspection date: 11 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children happily arrive at the setting and separate from their carers with ease. They become fully engrossed in the activities on offer. Children form secure attachments with staff, who are kind and welcoming. This helps them to feel safe and confident to explore their surroundings and enjoy their learning.

Children receive a range of healthy snacks and drinks to choose from. This helps to support children's physical health effectively. Children demonstrate that they understand the snack time routine. For example, they independently find their name card and place it on the table before washing their hands. They clear their cup and bowl away when they have finished. Overall, children behave well and generally receive good support to help them understand the expected behaviours. They respond well to praise and encouragement from staff. Children hear polite words, such as 'please' and 'thank you', in everyday interactions with staff and model this back to them.

Children show an eagerness to learn, which prepares them well for future learning. They enjoy activities that support their early mathematical skills. Children explore shape and space as they complete simple puzzles. They experiment with volume as they pour water into different sized containers, and excitedly tell staff 'it's too much' as the water overflows. All children make good progress from their starting points, including those who receive additional funding and children with special educational needs and/or disabilities (SEND).

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

- Staff monitor children's progress and get to know them well. They recognise when children need extra help with their learning. Staff are skilful in supporting children with SEND. They provide one-to-one support when needed. Staff work closely with other professionals to ensure they meet the individual and changing needs of each child.
- The manager continuously evaluates the performance of the pre-school and takes into account the views of staff and parents. Staff feel that they are managed well and receive meaningful support and training opportunities.
- Staff ensure that all children can choose to play inside or outdoors. Children enjoy a range of physical activities from riding scooters and bikes to balancing on crates. They work together to build a den, stretching up to peg different fabric together. Children pass material to their friends and talk through what their den will look like. They gain strong levels of coordination and stamina.
- Children develop good literacy skills. For example, staff help older children to link letters and sounds. Children engage deeply while they find illustrated pebbles in the sand. They excitedly identify the drawing and confidently tell staff

the letter it begins with. Staff encourage children to sound out each letter and provide gentle hints, when needed.

- Staff understand how and what children need to experience to be able to master handwriting skills. They provide an array of fun activities to help children develop their small muscles, in readiness for future writing. Younger children enjoy pushing and kneading dough or taking small pinches of glitter to decorate the caterpillars they are making. Older children are beginning to form letters with chalk on slate and some can confidently copy their full name.
- Overall, staff support children's communication and language skills well. They ensure children have the opportunity to listen to stories and they excitedly join in with a favourite song about an 'upsy down town'. Staff routinely use picture cards and simple signs to reinforce children's early communication skills. However, occasionally, not all children who speak English as an additional language are supported as effectively. Staff do not consistently promote children's home language at nursery to support their language development.
- Children generally behave well and show respect towards each other. However, on occasion, staff do not address unwanted behaviour swiftly enough. This means at these times, children do not receive guidance from staff, to help them understand and learn to regulate their own behaviour.
- Staff are aware of the impact the COVID-19 pandemic has had on children's development and well-being. There is a strong focus on children being settled and happy at this welcoming pre-school. Parents now enter the setting to drop off and collect their children. Staff use these times to share key information and build on the good parent partnerships.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to safeguard children. They know the signs that raise concerns about children's welfare and when to make referrals to safeguarding agencies. Staff are clear on safeguarding procedures, for example what to do if a child arrives with an injury, and who to contact if they have concerns. The manager puts in place clear procedures for risk assessments, which are understood by staff. They identify any risks and put in place appropriate measures to keep children safe. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable to do so.

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

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

- strengthen staff's understanding of how to support language development for children who speak English as an additional language, to help children make more progress in their home language as well as English

- support staff to provide a more consistent approach when managing children's behaviour, to help children develop further skills to regulate their own behaviour.

## Setting details

<b>Unique reference number</b>	EY424470
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228561
<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>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Hawley Memorial Hall Pre-School Committee
<b>Registered person unique reference number</b>	RP517904
<b>Telephone number</b>	07970 924725
<b>Date of previous inspection</b>	23 November 2016

## Information about this early years setting

Hawley Pre-School registered in 2011 and is run by a committee. It operates from Holy Trinity Church Hall in Blackwater, near Camberley in Surrey. The pre-school opens five days a week during school term times. Sessions are from 9am to 3pm on Mondays, Tuesdays, Wednesdays and Fridays, and from 9am to midday on Thursdays. 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 eight staff working with the children, seven of whom hold appropriate qualifications at level 3 or above. The manager holds early years professional status.

## 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 manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- 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 manager and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during 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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