

Inspection of Bolton Under 5's Preschool

Beddington Centre, Riley Lane, Old Basing, Basingstoke, Hampshire RG24 7DH

Inspection date: 15 June 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 at this setting make good progress from their individual starting points. They show positive attitudes to learning, behave well and are courteous to others. Children make friends with ease and play together cooperatively. For example, they make up a treasure hunt game and decide collectively to hide items in the sand pit for their friends to find. Children form close relationships with staff, who know them well. This helps them to feel safe and valued.

Children are keen talkers. They share ideas with each other as they freely choose from the exciting activities on offer, both indoors and outdoors. At snack time, they talk with enthusiasm about the jobs they would like to do when they are older. Children listen attentively to each other and proudly do a 'high five' in praise of their own and others' contributions. They speak about the favourite games they play at home and with friends at the setting. This helps children to make connections with the wider world.

Children are physically active and enjoy the outdoors. They balance, climb and run with increased confidence and control. Children use their imaginations to role play different scenarios, such as a 'sleepover' in a den. This makes learning fun and aids children's social and emotional development.

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

- Leaders and staff are passionate about the education and care children receive at the setting. Due to the COVID-19 pandemic, they focused on improving children's confidence, independence and social skills. This has proved to be effective, as children show well-developed self-care skills, such as washing their hands before mealtimes.
- Leaders forge close links with local schools to support children's transition to school. They encourage teachers from the receiving schools to visit the setting and get to know the children. Leaders and staff work well with outside professionals to support children's needs, particularly children with special educational needs and/or disabilities (SEND). This helps children with SEND to achieve equally as well as their peers.
- Overall, staff interactions help children to achieve their identified next steps. Staff set tasks that interest children, as well as posing challenges to them to solve for themselves. For example, children make home-made percussion instruments out of paper cups with beads inside. They need to think about how to stick two cups together. However, staff are too quick to do this for them. Children are also challenged to identify the shaker with most beads, by shaking and comparing the sounds. They are keen, but not allowed enough time to process and respond for themselves. This limits children's opportunities to

suggest ideas or apply their own critical thinking to solve problems and meet challenges. This means that they become too reliant on the adults to perform tasks for them.

- Children are given ample opportunities to practise their early literacy skills. They love to mark make and talk with great enthusiasm about what they have drawn. Staff provide a language-rich environment. Children are surrounded by marks that are familiar to them. For instance, they name different foods from the distinguishing marks on the labels. Children speak with pride and increased knowledge when talking about topics that interest them. For example, they talk about the features of planets in the solar system and use words like 'atmosphere' correctly.
- Staff speak highly of the leaders. They enjoy their work with children and value the leaders' support. Overall, staff training is good. However, the current programme of professional development does not fully ensure individual staff have the most effective practice when delivering the curriculum.
- Parents talk with great fondness about the care and education their children receive at the setting. They value the strong communication about their children's ongoing progress. Parents say that they set aside time at home to talk about the photographs of their children engaged in activities, sent through the online application. They comment on the staff preparing their children well for school, particularly in personal, social and emotional development. This helps to promote children's continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibilities to protect children and keep them safe from harm. Staff recognise the potential signs and symptoms of abuse, including exposure to extremist views and behaviours. They understand the local procedures to follow if they need to seek further help or to report any concerns. Leaders are effective in sharing updated safeguarding knowledge with staff, through a variety of approaches. They follow robust safe recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff carry out regular risk assessments of the environment, indoors and outdoors, to ensure that it is safe for children to play.

What does the setting need to do to improve?

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

- allow children more time to think, process and respond for themselves to develop critical thinking skills, solve problems and meet challenges
- enhance existing programmes of individual professional development to help staff to have an even broader knowledge of effective curriculum delivery.

Setting details

Unique reference number	109651
Local authority	Hampshire
Inspection number	10228135
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 5
Total number of places	26
Number of children on roll	41
Name of registered person	Bolton Under 5's Preschool Committee
Registered person unique reference number	RP517959
Telephone number	07881920709
Date of previous inspection	6 February 2017

Information about this early years setting

Bolton Under 5's Preschool registered in 1983 and operates from the Beddington Centre in Old Basing, Hampshire. It is a voluntary organisation and is managed by a committee of parents. The pre-school is open from 9am each weekday during term time. It closes at 2.45pm Monday to Thursday and at 1pm on Fridays. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. There are nine staff working with children. Of these, one holds a relevant level 6 qualification and four hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Sonia Panchal

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 pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector carried out a joint observation of an activity with the pre-school manager.
- The inspector spoke to children, staff and parents and has taken on their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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