

Inspection of Denmead Pre-School

Denmead War Memorial Hall, Hambledon Road, Denmead, Waterlooville,
Hampshire PO7 6PW

Inspection date: 14 July 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 | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children confidently enter the pre-school. They know where to store their belongings and settle swiftly in to explore the activities and resources that the staff provide. Children are very independent as they make choices and decisions, and are happy and ready to learn.

Children benefit from quality interactions with staff. Staff sing to children as they change nappies, share stories and play alongside them. Children benefit from a calm, caring and attentive staff team. They offer children praise and encouragement, which supports their self-esteem and emotional well-being effectively.

Children are enthusiastic learners who embrace all the staff offer them. They sing songs on stage, 'cook' mud cupcakes, climb with confidence and ride pedal tractors. Children lead their own games, playing collaboratively with each other. Older children are particularly caring and help younger children put on aprons, for example. They offer to help staff and have lively discussions about what they know. Children are curious and ask questions, eager to learn more about the world they are growing up in. All children are thriving at the pre-school. They are learning many skills to support them to move on to the next stage in their education.

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

- The manager has very clear aims for the children who attend the pre-school. These are clearly seen through the daily routines and practice. Children's independence is a high priority, for instance. Staff support children to learn to wash their hands effectively, self-serve their fruit snacks in the café and make their own play dough. Children learn to manage these tasks competently with sensitive support from staff.
- There is a strong emphasis on supporting children to develop into effective communicators. All staff are positive role models for children, using signs as well as speech to help children's understanding. Staff teach children new words as they play, sing songs and read stories. They swiftly put plans in place to support children who need extra help. 'Chatterbox' groups, for example, help children have high quality teaching experiences in smaller groups. This effectively helps children to reduce gaps in their speech development.
- Staff know the children they care for well. The key person approach is firmly embedded to help children settle in swiftly. Children are very confident to approach their familiar adults for comfort and reassurance.
- Staff generally support children to manage their feeling and emotions well. However, at times, they step in too quickly with solutions rather than encourage children to think of strategies themselves. This limits children's abilities to learn

about conflict resolution and problem-solving, for instance.

- Children are engaged and happy. They have long periods to play uninterrupted. Staff use music indoors to help children know when a change in routine is expected. This helps children to finish what they are doing without rushing, before moving on. However, staff have not fully considered how to support transitions from outdoors to indoors. Occasionally, moving indoors unsettles children. They are not consistently prepared for changes.
- Staff build effective working partnerships with other settings children attend and external professionals who work with children. This supports high levels of continuity for children's care and learning.
- The use of additional funding is carefully considered to ensure all children have the same opportunities and experiences. Children with special educational needs and/or disabilities are very effectively supported through carefully planned and targeted help.
- Parents comment very positively about the support they and their children receive from the staff. They say the staff have helped their children come on in 'leaps and bounds.' For example, ideas, advice, play packs and a library for children offer many opportunities for parents to continue children's learning at home.
- The manager and owner are reflective and strive to continually improve the pre-school. Staff development opportunities are very effective in ensuring staff continue to improve their skills and knowledge. This has a positive impact on the quality of their practice, and the pre-school overall.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows a robust recruitment process to ensure staff are suitable to work with children. Ongoing supervision is equally effective. Staff attend training in safeguarding and child protection before they start in their roles. This puts safeguarding at the forefront of daily practice. Staff understand their role to promote children's well-being at all times. They show they know the signs and indicators of abuse. Staff know the procedures to follow if they have any concerns about children's welfare, or about other staff.

What does the setting need to do to improve?

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

- provide children with further support in managing and expressing their feelings to enable them to independently resolve problems and conflicts with others
- review how transitions between outdoors and indoors are managed so children have time to finish what they are doing and prepare for these changes.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | 2567281 |
| Local authority | Hampshire |
| Inspection number | 10239504 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 40 |
| Number of children on roll | 38 |
| Name of registered person | Green, Sarah |
| Registered person unique reference number | 2567280 |
| Telephone number | 07861379239 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Denmead Pre-School re-registered in 2020. It is located in Denmead, Hampshire. The pre-school opens Monday to Friday, during term time, from 8.30am to 3pm. There are nine staff employed, of whom eight hold appropriate qualifications at level three and above. The pre-school receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact this was having on children's learning.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector, owner and manager. The inspector looked at relevant documentation and saw evidence of suitability of staff.
- Parents shared their views of the setting with the inspector.

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