

# Inspection of Scout Hall Pre-School

Scout Hall, Bells Lane, Stubbington, Fareham, Hampshire PO14 2BA

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Inspection date: 29 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children arrive confidently at the pre-school. They are excited to begin exploring the different activities and play with their friends. Children are developing useful independence skills as they put their bags and coats away by themselves. Children demonstrate that they feel safe and secure. They are building strong, nurturing relationships with friendly and welcoming staff.

Staff know their key children well and understand what they need to learn next. They plan activities that are based on their interests or follow recent experiences they have had. For example, staff and children collect pinecones from the local area while out on walks together. They lay them out in baskets with other seasonal objects to inspire children's inquisitive minds and promote conversations about the changing seasons.

Children understand how to follow the rules and behavioural expectations of the pre-school, which they are kindly reminded of by staff when necessary. They line up and walk sensibly together as they go outside to the local field. Children are polite and kind to one another. They joyfully play games in groups and are supported by staff as they learn to take turns and share.

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

- Staff have an excellent knowledge of how to support children to develop their physical skills. They set up equipment that encourages children to learn how to climb and jump safely. Staff encourage children to think of different ways of moving around and to consider their own and other children's safety while they play.
- Parents share that they are extremely happy with the high levels of communication from the pre-school. They know that their feedback is listened to and embraced. The manager introduces new strategies to support parents in knowing what children have been learning about during the day, so that they can discuss it at home. Parent partnerships are strong.
- Children are fully supported in developing a passionate love of reading. The staff read books enthusiastically at frequent opportunities throughout the day. Children enjoy this time, as they all crowd around and talk about the stories. Children are developing very positive attitudes to learning.
- The manager is creative and motivated. She understands the importance of an ambitious curriculum that provides challenge for children at different levels of ability. The manager fully supports staff in identifying children who may have special educational needs and/or disabilities (SEND). Together, they know the correct process to follow to involve parents and other agencies, such as speech and language professionals. Through this, all children are supported in achieving

the very best outcomes.

- The manager is passionate about supporting her staff and has made successful adaptations to how they work to ensure that any burden of paperwork is significantly reduced. She fully supports the staff through purposeful appraisals that identify any training needs or well-being concerns. Staff report that they are happy in their roles, and appreciate the opportunities that they are offered to enhance their knowledge.
- Staff know how to create meaningful learning opportunities that specifically focus on supporting children to develop certain skills. However, at times, staff disrupt these learning interactions around the room by initiating a different activity. As a result, children become disengaged, and planned learning is not always achieved.
- Children have access to a range of healthy options at snack time, and parents are often reminded of the foods that should be included to create a healthy lunch box. Despite this, at times, staff do not make use of these opportunities to talk to children about the different healthy foods available to them. Consequently, children are not always given consistent messages that support their understanding of having a healthy lifestyle.
- Staff have a clear understanding of how to support children's communication and language development. They enhance play opportunities by adding new words and learning concepts when they have fun conversations about what is happening. For example, children joke with staff about whether they can fit certain shape cars into a box at the top of a ramp. Children enjoy these interactions as they gleefully respond and include staff in what they are doing.

## Safeguarding

The arrangements for safeguarding are effective.

Staff at the setting are highly aware of their responsibilities to ensure the safety and welfare of children. The manager implements a robust safeguarding policy, which is readily available to staff and parents. Staff understand the process they should follow should they ever be concerned about an adult working with children. They also can clearly explain the steps they would take should they feel that a child may be at risk of harm. Staff and managers frequently undertake training that supports their knowledge to the highest level. For example, they complete 'Prevent' duty and gender-based violence training.

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

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

- build on how activities are introduced to children, to ensure they get the most out of meaningful learning opportunities
- enhance routine times to promote further opportunities for staff to support

children's understanding of how to make healthy choices and lead a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	2590655
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10249163
<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>	30
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Scout Hall Pre-School Limited
<b>Registered person unique reference number</b>	2590654
<b>Telephone number</b>	01329 661259
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Scout Hall Pre-School re-registered in 2020 and is located in Stubbington, Hampshire. The pre-school operates from Monday to Thursday between the hours of 9am and 3.30pm, and Friday from 9am to midday. The manager is qualified to level 6. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicola Houston

## 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 talked to staff at appropriate times during the inspection.
- 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 joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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