

Inspection of Clocktower House Pre-School

North Camp, Redvers Buller Road, Aldershot, Hampshire GU11 2LT

Inspection date: 17 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

There is a warm, family feel to this setting. Children are content and enjoy attending their sessions. They are warmly greeted by staff and arrive excited for the day, eager to greet staff with a 'good morning'. Communication is effective between staff and parents, and this supports children's care and learning. Staff know the children well. They have strong relationships with the children. Children feel safe and secure in their care.

Children delight in exploring the indoor and outdoor environments. Older children excitedly line up, ready to collect leaves in 'the burrow' area. The setting is proud of this beautiful, tree-filled play space. Children explore nature and enjoy the activities staff provide to enhance the space. They are learning about the world around them. This theme continues indoors, where children have the opportunity to care for the setting's pets, which include guinea pigs and giant snails. These activities support children to learn kindness and care. Children are very well behaved. They listen to staff and understand the boundaries within the setting. Overall, staff have high expectations of all children. They support children in conversations as they play, encouraging them to talk about what they are doing. This develops their communication and language skills.

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

- Leaders and managers evaluate the setting well and continuously reflect together. They involve staff and parents and collect feedback to create plans for future improvements.
- Leaders and managers take time to ensure that staff are suitable to work with children. There is a comprehensive recruitment procedure in place. This supports leaders to create a safe environment for the children.
- The manager uses the staff's individual skills to create additional roles for them. For example, keen gardeners take responsibility for growing plants with the children. Leaders are using staff's interests to enhance children's experiences.
- Connections to the military are really important to the setting. Leaders and managers have a good understanding of the needs of children and families in the military. This enables them to tailor the provision to suit each child and their family. For example, the setting has created flexible settling in sessions that are personalised for each child.
- Staff ensure all children, and their families feel represented. For example, they include families and staff's cultural celebrations and share these with the children. Children are learning about what makes each other unique.
- There is a strong community network with various people visiting from the army. For example, children recently enjoyed a visit from the Irish Guards with their Irish guard dog. Children are learning about the community around them.

- Parents speak highly and are very happy with the provision. They are content with their children's progress and appreciate the communication they receive from staff. This helps to build a positive staff-and-parent partnership to support children's learning and development.
- Overall, staff have established a broad curriculum. Staff show a good knowledge of children's individual learning needs. However, at times, staff in the pre-school room located downstairs are focused on task-based activities and do not consider ways to work together as a team.
- Although staff provide a good range of opportunities for children to explore their interests, they do not consistently make the best use of these experiences to challenge children's play and thinking. Despite this, children develop a wide range of skills in readiness for the move to the next stage in their education.
- Children thoroughly enjoy all opportunities for outdoor play. They are building their physical skills through being physically active. For example, they confidently use wheeled toys, rope swings in the 'burrow' area and climb trees.
- Children learn about healthy lifestyles and take part in preparing food. For instance, older children prepare fresh vegetable soup, they cut the vegetables themselves and place them in a slow cooker. Children are learning everyday life skills that will support them in later life.
- Staff effectively support children's social and emotional development. For example, they teach children about feelings and emotions. This helps children to share toys and to be kind to others. For instance, staff talk to the children about using 'kind hands' with their friends.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe and demonstrate a secure knowledge on a range of safeguarding topics. They understand the importance of how to record and report any concerns they may have regarding a child or an adult with the relevant agencies. Leaders meet with a committee of local professionals to discuss rising themes in the community, such as 'county lines'. These discussions support to minimise risk in the community and raise awareness on local and all safeguarding issues. The setting is safe and secure. For example, gates are locked, and the outdoor area is checked for any posing hazards.

What does the setting need to do to improve?

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

- continue to plan an effective curriculum to further extend more challenging play opportunities
- review the organisation in the downstairs pre-school room to enhance teamwork

and communication, and to support better outcomes for children.

Setting details

Unique reference number	EY447666
Local authority	Hampshire
Inspection number	10259391
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 10
Total number of places	70
Number of children on roll	102
Name of registered person	The Aldershot Garrison Pre-School Settings
Registered person unique reference number	RP531671
Telephone number	01252 333752
Date of previous inspection	3 November 2016

Information about this early years setting

Clocktower House Pre-School registered in March 2013. Aldershot Garrison Pre-School Settings owns and manages the pre-school. The pre-school receives funding for the provision of free early education to children aged two, three and four years. It opens on weekdays, during school term times only, from 8.30am to 3pm. The setting operates a breakfast club between 7.30am and 8.30am and an afterschool club from 3pm to 6pm. There are 16 staff. Of these, nine staff hold appropriate qualifications between level 2 and 6.

Information about this inspection

Inspector
Nicole Odell

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during an outdoor activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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