

Inspection of Badgers Pre-School

Holbrook Primary School, Wych Lane, GOSPORT, Hampshire PO13 0JN

Inspection date:

8 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive and settle quickly in the care of the warm and friendly staff. Parents, carers and staff members all contribute to celebrating children's success. Children place achievements on a 'proud cloud' and also receive certificates. This helps children to feel valued and motivates them to try.

Children enjoy doing things for themselves. They confidently fetch their coats before going outside and some try to put these on independently. Children develop social skills to help them work together. For example, when children struggle to fit a nappy on a doll, they turn to their friends for help, who offer assistance.

Children develop their small-muscle skills very well. Young children use pens with excellent control. A staff member compares the marks they make to fireworks and engages children in a discussion about Bonfire night. Children talk excitedly about their experiences.

Staff have an in-depth understanding of children's individual needs and how they progress. This enables leaders to use funding very effectively to target any gaps in children's development. This includes supporting children's communication and language development as well as good health through the use of, for example, toothbrushing activities and healthy eating resources. As a result, children learn how to take care of their bodies and gain the skills they need for their future learning.

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

- There are some committee members who have been in place for a while who are not known to Ofsted. This means Ofsted has not been able to verify their suitability as required. However, they have completed Disclosure and Barring Service (DBS) checks. There is no impact on children's well-being or safety as these committee members do not have any contact with children. Furthermore, they are not involved in any areas of decision making, such as safeguarding and recruitment.
- Staff prepare children for school from an early age. Staff work in excellent partnership with parents to encourage children's toilet training and reduce the use of dummies. For instance, when children are ready to give up their dummies, staff plan a trip to the local post office where children post away their dummies in a goodbye ceremony. This enables children to have a sense of ownership in this process.
- The managers have recognised some gaps in children's physical development that may be due to the impact of the COVID-19 pandemic. They have a strong commitment to promoting healthy eating and physical activities and involve

parents in this. This supports the provision of nutritious lunches and increased opportunities for sport and physical activity. As a result, children learn to live healthy lives.

- Most staff ask children effective questions. They introduce vocabulary during story time, extending children's knowledge of characters in books. However, on occasion, some staff do not fully explore the questions children ask and what children talk about. For example, when children question whether there is thunder outside, staff do not explore this further with them. In addition, during role play, some staff do not build on children's comments. This does not fully extend children's language and understanding as well as possible.
- There is very effective support for children with speech delays. The knowledgeable special educational needs coordinator involves parents and staff effectively to target children's progress. Staff have received training in Makaton signing to aid communication. Children delight in exploring 'chatter boxes'; decorated shoe boxes that contain personal items from home. Children enthusiastically explore these with staff and their friends. This promotes some children's rapid progress in their speech and communication from their starting points.
- Overall, most staff have high expectations of what children can achieve on their own. They let children attempt more complex tasks, while keeping a watchful eye, ready to support. However, on occasion, staff complete tasks for children that they may be able to do for themselves, such as tidying up after eating. As a result, children are not always challenged to develop their independence skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of how to recognise indicators that children's welfare may be at potential risk. They know the procedures to follow if they have any concerns about a child. Staff know who to contact if they have concerns about the conduct of a colleague or a member of the leadership team. Staff keep their safeguarding knowledge and understanding updated. For example, through refresher training and during staff meeting discussions about safeguarding issues and matters. Staff understand the procedures to follow should any children sustain an injury or accident. They keep logs of any incidents and ensure parents understand what has happened and whether any treatment was given.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure Ofsted is provided with the relevant information for all existing committee members not currently known to Ofsted, including submitting EY2 forms for each committee member to enable Ofsted to verify their suitability.	30/11/2022
--	------------

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

- monitor staff practice to ensure all staff consistently offer language that extends children's knowledge and understanding, such as during their self-chosen activities
- strengthen the approach towards children's independence, to help them build on these skills even further.

Setting details

Unique reference number	507949
Local authority	Hampshire
Inspection number	10233604
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	38
Name of registered person	Badgers Pre-School Committee
Registered person unique reference number	RP904086
Telephone number	01329 286 011
Date of previous inspection	15 March 2017

Information about this early years setting

Badgers Pre-school operates from premises within Holbrook Primary School, in Gosport, Hampshire. The pre-school is open Monday to Thursday, from 8.30am to 3pm and on Friday from 8.30am to 12.30pm, during term time. The pre-school employs eight members of staff to work with children. Of these, all hold appropriate early years qualification at levels 3, 5 or 6. The pre-school receives funding to provide free early education for children aged two, three and four years. It also receives additional funding to support some children at risk from educational disadvantage.

Information about this inspection

Inspector
David Watkins

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 his evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this had on the children's learning.
- Parents talked to the inspector during the inspection. The inspector took account of their views.
- The manager joined the inspector in an observation of a communication and language activity.
- The inspector talked to staff at appropriate times during the inspection to understand their roles and responsibilities. This included discussions about their understanding of safeguarding and child protection.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and the DBS record for adults registered at the setting.

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