

Inspection of Dandelions Community Pre-School

St. Marks Primary School, Danebury Road, Hatch Warren, Basingstoke, Hampshire
RG22 4US

Inspection date: 14 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 are happy and settled. They demonstrate a strong sense of belonging and have formed good relationships with all staff. Children enjoy a good range of toys and resources on offer, which they independently access and have fun exploring with. For example, children show enthusiasm and excitement as they play with the balls and enjoy the fishing games. All children, including children with special educational needs and/or disabilities, have their needs met well by caring and nurturing staff. Staff use additional funding efficiently to support children's individual needs, learning experiences and development. Children are kind and friendly towards each other and are developing friendships well.

Staff know the children well, plan accordingly for them and have high expectations to help children succeed. However, occasionally, some staff do not broaden and challenge children's interests and abilities in order to ensure they achieve their highest potential. For instance, children who are confident to count do not fully have opportunities for their learning to be extended. Children enjoy listening to stories being read to them, and they have fun singing songs. Staff engage with children well overall. For example, they provide a consistent dialogue of communication, which helps children to hear words consistently.

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

- The manager and staff have a clear understanding of what they want children to learn. They understand the curriculum well and provide a range of activities that fulfil this and allow for children to make their own choices. For instance, children enjoy exploring with a wide variety of sensory activities. They have fun investigating with different materials, such as crafts, water, mud and sand.
- Children are supported in developing their independence skills very well. They make their own choices and decisions about their play. For example, children can choose where to play, inside or outside. Children are taught to manage their own self-help skills appropriately. For instance, children are encouraged to put on their outside clothing and get tissues to blow their noses. Additionally, they are supported to cut their chosen fruit for snack and pour their own drinks.
- Children's health and well-being are well maintained and supported. Good arrangements are in place for the provision of food and drink, and staff are conscientious of meeting the needs of the children. For example, staff ensure children's allergies are safely managed.
- Children demonstrate friendly behaviour and show that they can work cooperatively with each other. For example, together, they use bricks and lengths of wood to build an obstacle course that they excitedly walk and balance across. Children's physical development is further supported as they enjoy climbing and riding bicycles outside.

- The pre-school's special educational needs coordinator works effectively with staff, parents and children to support them. Staff have a good knowledge and understanding of children's individual needs and know what support the children require. All staff work closely with parents and professionals involved in children's care to maintain a consistent approach. This has a positive impact on all children's development and progress.
- Overall, children are supported well in their communication and language. Staff encourage children's listening and attention skills well as they read and engage with them. Staff ask children a good range of questions to encourage speaking skills. However, at times, staff do not give children sufficient time to think and respond to questions before giving them the answer.
- Partnerships with parents are strong. Parents keenly express their views and comment positively about the staff and the service they provide. They comment that their children are developing and how the staff are preparing their children well for their future move to school.
- The leadership team works well with the manager to ensure all staff feel supported. Staff receive regular supervision meetings. These help to review staff's well-being, training aspirations and their day-to-day work. Staff comment that they love working at the pre-school and that they are part of a great team.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to safeguard children. They confidently know how to recognise and respond to possible indicators that may raise their concerns about children or other staff. All staff receive regular opportunities for safeguarding training. In addition, the manager ensures that staff keep their safeguarding knowledge current as she discusses child protection with them. The leadership team follows robust recruitment procedures to check staff suitability.

What does the setting need to do to improve?

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

- support staff to recognise and use opportunities to challenge and extend children's emerging interests in order to maximise learning
- support staff to recognise when to give children more time to express their knowledge, think through ideas and respond to questions asked.

Setting details

Unique reference number	EY297275
Local authority	Hampshire
Inspection number	10259490
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	26
Number of children on roll	44
Name of registered person	Dandelions Community Pre-School
Registered person unique reference number	RP909264
Telephone number	01256818857
Date of previous inspection	9 December 2019

Information about this early years setting

Dandelions Community Pre-School registered in 2004. The pre-school is located in the grounds of St Mark's Primary School in Basingstoke, Hampshire. It opens each weekday during term times, from 8.30am to 3.15pm. Children attend for a variety of sessions, and some stay all day. The pre-school receives funding to provide free early education for children aged two, three and four years. There are eight staff members who work with the children, six of whom hold relevant early years qualifications at level 3 or above. The manager holds a qualification at level 6 and one other member of staff holds early years professional status.

Information about this inspection

Inspector

Tracy Bartholomew

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 manager and has taken that into account in their evaluation of the provider.
- The manager explained the pre-school's curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the pre-school through discussions 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