

# Inspection of The Village Pre-School, Upham

The New Millennium Village Hall, Mortimers Lane, Southampton, Hampshire SO32  
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Inspection date: 18 January 2023

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|--|----------------|
| <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 happily arrive at the pre-school and separate from their carers with ease. They enthusiastically seek out friends to play with and greet them with a smile. Children demonstrate trusting relationships with staff. They seek out the friendly staff to give them cuddles. This helps children to feel safe and confident in the setting.

Children are curious and enthusiastic learners. They concentrate on interesting activities for long periods of time. Children demonstrate close relationships with their friends. They show good imagination skills as they use ice, mud and sand to make 'mashed potato'. Children help each other to balance at the top of a climbing frame. They hold their friend's coat to steady them before cheering as they climb down safely.

Children benefit from a well-thought-out curriculum that is planned to meet their individual needs. The curriculum offers challenge and encourages children to communicate and improve their teamwork skills. For example, children spend a long time discussing together what they need from the shops. They independently make a shopping list and begin to make 'fruity soup' for dinner. Children listen respectfully to what staff say, such as during tidy-up time. They quickly pack toys away and enjoy receiving praise as they do so.

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

- The passionate, experienced owner leads her team well. She values staff well-being, and staff speak positively of the support they receive. Staff comment that the owner calls them her 'work family'. The owner monitors staff progress well. She works alongside the staff regularly to model good practice. The owner seeks out a range of training activities to help staff to build on their professional skills. Any areas of staff development are quickly highlighted, and a development plan is put in place.
- The owner and the staff have high expectations for all children. They have a good understanding of what they want children to achieve as they move through the different age groups of the pre-school. For example, they want the younger children to develop their confidence and mobility skills. Staff assess children's knowledge. They use this information to plan interesting and targeted activities that are aimed at children's stage of development. For example, younger children play with a special collection of 'treasures'. These help children learn about different textures and smells and include such things as metal whisks and lavender.
- Staff generally encourage children to follow healthy lifestyles. Children have daily access to outside space. They explore what happens as they mix sand with mud

and water. Children laugh and point as they notice the water changing colour. Staff provide healthy snacks for children, and they plant a variety of vegetables in the garden. They talk to children about what to eat to stay healthy. At times, however, staff do not consistently promote children's understanding of how to manage self-care routines.

- Children demonstrate a love of well-known stories. They join in with familiar words and actions as staff enthusiastically read to them. Most children sit intently, smiling as they enjoy the story. Younger children, however, begin to lose attention and start to become restless as this activity does not fully meet their learning needs. Children are encouraged to relate real-life experiences to the book. For example, when a picture of a moon appears, children are asked to talk about when they have seen a moon outside.
- Parents speak highly of the support they and their children receive at the pre-school, and they say it is 'brilliant'. They are grateful for the tailored support they are offered. For example, staff offer parents guidance on the best ways to deal with allergies. Staff work closely with professionals involved in children's care, including for children who speak English as an additional language. The setting is developing good links with the local schools. They communicate with teachers about the children who are moving on to school. This helps children to be well prepared for the next stages in their learning and their move on to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to safeguard children. They know how to report any concerns they have surrounding children's welfare. Staff are confident with their knowledge of various safeguarding issues, including county lines and being exposed to extremist behaviours. Risk assessments are effective. For example, staff ensure that the garden is safe and secure before children go outside to play. The setting has robust recruitment and induction procedures for new staff. The owner regularly ensures that staff remain suitable to work with children. Regular supervision sessions and staff meetings ensure that all staff stay up to date with the latest information and updates.

## **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 help them understand how to consistently promote opportunities for children to learn to manage their self-care
- review the organisation of group activities to promote the involvement of younger children.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2603777                            |
| <b>Local authority</b>                             | Hampshire                          |
| <b>Inspection number</b>                           | 10265231                           |
| <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> | 0 to 4                             |
| <b>Total number of places</b>                      | 40                                 |
| <b>Number of children on roll</b>                  | 60                                 |
| <b>Name of registered person</b>                   | Claire Parry & Stacey Parry        |
| <b>Registered person unique reference number</b>   | 2603780                            |
| <b>Telephone number</b>                            | 01489 861330                       |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

The Village Pre-School, Upham registered in 2020 and is based in Upham. The pre-school employs 12 members of staff, nine of whom hold relevant early years qualifications to at least level 3. The pre-school is open from Monday to Thursday from 7.30am to 5pm, and on Fridays from 7.30am to 5.30pm. The pre-school opens during school term times. The pre-school provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Leake

## 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 owner discussed the curriculum intentions and took the inspector on a learning walk of the pre-school.
- The inspector spoke to the owner, staff and children at appropriate times during the inspection.
- Parents shared their views about the pre-school with the inspector.
- The inspector and the deputy manager carried out a joint observation.

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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