

Inspection of Ludgershall Preschool

Short Street, Ludgershall, Andover, Hampshire SP11 9RB

Inspection date: 7 February 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this exceptionally caring setting. Deeply nurturing staff make sure that children feel safe and valued. Children behave extremely well and are considerate of others. Staff sensitively help children to recognise and express their feelings, such as frustration at sharing a favourite toy. Staff are wonderful role models and skilfully show children how to resolve conflicts in a friendly way, such as inviting others to join their play.

Children are deeply absorbed in their valuable play. Staff plan stimulating activities that capture children's imaginations and stimulate their curiosity, such as designing and building with junk materials and linking this to favourite stories. They build on children's prior knowledge and skills. For example, children choose to spend a great deal of time negotiating an obstacle course. Staff have built this at just the right level to provide some challenge while also enabling children, including children with special educational needs and/or disabilities (SEND), to experience the thrill of completing it successfully. Children speak with growing fluency and confidence. Staff model and explain unfamiliar words, such as 'comparison'. They plan opportunities for children to use these words, such as looking closely at, and comparing, different flowers. Children build an impressive vocabulary and knowledge of the world around them. Staff have very high expectations of them all. Consequently, all children, including those from disadvantaged backgrounds and children with SEND, make rapid progress.

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

- Starting with an initial home visit, staff build exceptional partnerships with parents. Parents have the highest praise for the pre-school, in particular the exceptional care that staff give to their children and their families. One parent said, 'They have gone above and beyond what I would ever have expected.' Staff make time every day to talk with parents. They use various other methods of communication so that parents feel welcome in pre-school and are very well informed about their children's progress. Parents appreciate the advice that staff offer and the toys and books that staff lend to help them support their children's learning at home. This significantly benefits children's development.
- The senior staff and committee value their skilled staff team. They support staff's continual professional development. The manager leads by example, as she gains higher qualifications herself. Staff speak passionately about new ideas they have adopted and how these have benefited children. There is a strong ethos of self-reflection and learning. Training is targeted to meet individual staff or children's learning needs, for example, to support children's mental health and children with autism spectrum disorder. Staff constantly consider what it is like for a child in their setting. For instance, they sometimes hold meetings

outside to experience what that environment feels like. Leaders meet regularly with staff to discuss their progress and well-being. Staff say they are proud of the pre-school and enjoy working here.

- Staff ensure that children securely gain the skills and knowledge they need to give them a firm foundation for their future learning. For example, young children learn to focus and concentrate within a group. As they develop this key skill, they are captivated by the fascinating objects that staff present from the bucket. Older children become engrossed in their own play and confidently share their thoughts and ideas with others, for example as they decide what ingredients they will need to make spider cakes in the mud kitchen. The curriculum is clearly sequenced so that children consolidate and build on existing skills and knowledge.
- Children demonstrate enormous satisfaction in their own achievements. Staff offer enthusiastic encouragement as they urge children to 'try again, you can do it'. The youngest children learn to put on their shoes and to check they are on the right feet. Older children manage the toilet and wipe their own noses, using the mirror to check they have done a good job before binning tissues. They skilfully pour drinks and wipe up any spills themselves. Children are full of confidence and extremely independent.
- The highly skilled staff make valuable use of every learning opportunity. They weave mathematics throughout children's play. While planting seeds, staff make a game of encouraging children to quickly estimate how many pots there are. Children love this challenge and are very good at it. They vote with counters to decide which book they will share. They compare the piles of counters and accurately estimate and then count to check their answer. Children use their rapidly growing knowledge in many practical ways.
- Children thrive despite the effects of the COVID-19 pandemic. Staff recognise the impact of social distancing, especially on children's personal development. They offer exceptional support through their well-established key-person system and are successfully helping children to catch up.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make children's safety and well-being their highest priority. They clearly state that safeguarding is everyone's responsibility and make sure that parents and staff understand their role in helping to keep children safe. Staff are alert to possible concerns and know what to do if they think a child is at risk of harm. Leaders update staff training regularly and check staff knowledge at meetings, for example, using quizzes. Staff are fully aware of the setting's whistle-blowing policy and what to do if they are worried about the conduct of a colleague. Leaders signpost parents to information, such as online safety. Staff build trusting relationships with families so that parents are confident to share concerns at an early stage. Parents speak movingly of the exceptional support that the staff have given them during challenging times.

Setting details

Unique reference number	145922
Local authority	Wiltshire
Inspection number	10263466
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	62
Number of children on roll	67
Name of registered person	Ludgershall Pre School Playgroup Committee
Registered person unique reference number	RP520541
Telephone number	01264 790999
Date of previous inspection	3 May 2017

Information about this early years setting

Ludgershall Preschool registered in 1999 and is in a building within the grounds of Ludgershall Castle Primary School, in East Wiltshire. It is run by a voluntary committee. The pre-school is open each weekday from 9am to 3pm during school term time. There are 11 members of staff, 10 of whom work directly with the children. Of these, nine hold appropriate qualifications at level 3 and one holds a qualification at level 2. The pre-school provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Edwards

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.
- As the manager was unwell on the day of inspection, the deputy manager led the inspector on a learning walk around the setting to discuss how they organise the curriculum.
- The inspector and the deputy manager jointly observed staff interactions with children. They discussed and evaluated the impact of teaching on children's learning.
- The inspector sought parents' views and took these into account.
- The inspector sampled documents, including suitability checks for staff, first-aid certificates and children's records.
- The inspector held discussions with the deputy manager and the chairperson to discuss the leadership and management of the pre-school.

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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