

# Inspection of Clanfield Community Pre-School

C/O Petersgate Infant School, Green Lane, Clanfield, WATERLOOVILLE, Hampshire  
PO8 0JU

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Inspection date: 3 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children arrive full of smiles and are eager to start their day. They excitedly discuss their costumes as they celebrate World Book Day. Staff respond with great interest, which helps children feel valued. Children form strong bonds with their key person. For example, children who are upset are comforted with cuddles and reassurance. As a result, children settle extremely well, demonstrating that they feel safe and secure.

Children have lots of opportunities to learn about the world around them. For instance, staff arrange police officers to visit the pre-school as the children learn about different occupations. Children begin to understand the need to respect and care for animals. They make bird feeders and learn that birds need extra food in the winter. Children visit shops, where they become familiar with real-life experiences. Subsequently, children gain a variety of valuable skills required for their future learning.

Children enter the main learning areas with enthusiasm and curiosity. Activities are accessible and reflect children's interest. For example, they demonstrate high levels of engagement as they explore drums and experiment with sounds. Children are confident and develop resilience as they persevere at tasks they find challenging. For example, they keep on trying despite falling off the balancing beam. They behave well and listen to staff instructions with care and attention. This helps children develop positive attitudes towards their learning.

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

- The dedicated manager and her staff team create a curriculum that reflects what children need to learn next. They recognise the impact the COVID-19 pandemic has had on children's development. In response, they create opportunities to focus learning in key areas. For example, staff ensure that they talk slowly and clearly when modelling new words, such as 'peel' and 'swede'. This supports individual children's language skills. Staff show great talent as they tailor their teaching to reflect the children's varying learning needs. As a result, children, including those with special educational needs and/or disabilities, make steady and consistent progress.
- Staff provide lots of opportunities for children to learn to manage their personal needs. Younger children confidently have a go at spreading butter on their toast. They understand the hygiene practices and wash and dry their hands before meals. Children are learning to keep themselves safe and healthy.
- Children enjoy an exciting range of experiences that support their physical development. For instance, children skilfully navigate their way through agility tables. This helps to promote children's small- and large-muscle development.

Children develop their coordination and core muscle strength.

- Children develop a love of reading as they engage in conversation about their favourite stories. For example, children recall the Goldilocks adventures. This helps to develop children's vocabulary effectively, and the children become confident communicators.
- Children have ample opportunities to practise and develop their early writing skills. They enjoy exploring mark-making tools and materials to further develop their fine motor skills. For instance, they carefully use mini-play hammers and pins to knock wooden shapes into place. Children develop skills they need for the next stage in their education.
- Children create unique patterns from beads and buttons. They show incredible focus and engagement placing them on wooden blocks. They glue some other pieces together to make exceptional creations. This supports children's creativity, independence and problem-solving skills. The freedom of expression helps children to make rapid progress in their learning and development.
- Staff benefit from regular training opportunities and effective supervision. This is successful at driving improvement. For example, staff complete early years foundation stage training to develop their knowledge and understanding further. They work together to provide good-quality care and education for all. However, on occasion, staff do not communicate successfully with each other. This means children get mixed messages. Although children listen well, this sometimes creates confusion about what children should do next.
- Partnership with parents is strong. They speak very highly about the support they receive from staff. Parents value the learning opportunities the pre-school offers to children, such as visits to the on-site school. This supports their eventual transition. Parents know their children's key people, and they are happy about the progress their children are making in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities in keeping children safe. They know what action to take should they have concerns about a child's welfare. Staff demonstrate secure knowledge of the signs and symptoms of abuse. They are confident to share information with appropriate safeguarding agencies. Staff's safeguarding training is up to date and includes the 'Prevent' duty and county lines. The pre-school have robust recruitment procedures to ensure that staff are suitable to work with children. Staff are sensitive when dealing with children's accidents. They complete appropriate records and share them with parents. Staff carry out daily risk assessments, which are effective at keeping children safe.

## What does the setting need to do to improve?

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

- strengthen staff communication so that children receive consistent and clear information to maximise their learning outcomes.

## Setting details

<b>Unique reference number</b>	EY332187
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10263564
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Clanfield Community Pre-School Committee
<b>Registered person unique reference number</b>	RP902131
<b>Telephone number</b>	02392 594 168
<b>Date of previous inspection</b>	5 May 2017

## Information about this early years setting

Clanfield Community Pre-school opened in 1992 and is located within the grounds of Petersgate Infant School, Clanfield, Hampshire. The pre-school is open Monday to Friday, during term time only, from 8.30am to 3.30pm. There are eight members of staff, six of whom hold appropriate early years qualifications at level 3 and above. One holds qualified teacher status. The pre-school is in receipt of funding for early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Karolina Klepacka

## 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 the evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum for the pre-school is organised.
- The inspector spoke to the manager, members of staff and children at appropriate times throughout the inspection.
- The inspector observed the consistency and the quality of interactions during activities and assessed the impact this has on children's learning and behaviour.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of relevant documentation, including suitability checks.

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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