

Inspection of St Johns Pre-School Group

St. Johns Hall, St. Johns Road, FARNBOROUGH, Hampshire GU14 9RH

Inspection date: 14 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 show they feel safe and emotionally secure at pre-school. They arrive happily and understand their morning routines for taking responsibility for coats and belongings. They thoroughly enjoy the time they spend at pre-school. Children start their day with a welcoming registration time, where they greet each other and the staff who care for them. Children make friends easily and show respect to one another. They are kind, courteous and demonstrate very good behaviour throughout the day.

Children play contentedly. For example, they act out real-life events in the home corner. Children set the table place settings, feed and cuddle dolls, do the ironing and cook in their make-believe play. Older children show awareness that books can be used for many purposes. For instance, they use cookery books to plan their menu. They decide whether to add salt, pepper and pesto to their pasta and then serve the meal to staff, who interact alongside warmly. Staff kindly reciprocate by saying, 'It is the best pasta I have ever tasted.' All children benefit from well-planned and meaningful learning experiences. They are very keen to join in with adult-led activities as well as play freely chosen by themselves. All children, including those learning English as an additional language and children with additional funding, show readiness for the next stages of their learning.

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

- Leadership is strong. The manager and her staff have an ambitious vision for future improvement. For example, they regularly update their knowledge through training and research and continue to assess new ways to improve teaching skills. Staff morale is high. Staff are mindful to evaluate practice and the impact for children's learning.
- Staff have a very good understanding of their curriculum. This curriculum focuses on children's independence, confidence, social skills, language and mathematical abilities. Children thoroughly enjoy learning about specific things they are interested in. For example, this term they are learning about the farm. Children benefit from planned experiences, such as the story of the week, which helps children to learn more about the context of the storylines. Specific sessions on a Friday further help children who will move on to school. For example, children are able to embed skills such as pencil control.
- Staff know children well. Overall, they plan for children's individual learning effectively. Staff demonstrate a good understanding of how to implement their planned ideas. However, at times, they are not precise about how to introduce younger children to new activities and skills. For example, staff are not as clear in the ways they teach the youngest of children how best to use scissors.
- Children are developing a keen interest in literacy. They thoroughly enjoy story

times with staff. They are intrigued as they listen, anticipate endings and recall repetitive verses with confidence. Older children who are confident about writing their own names find new and innovative ways to achieve this. For example, with help from staff, older children collect sticks and copy their names from the chalkboards, adapting the sticks to represent the letters.

- Staff encourage children's language well. They promote new terms, such as 'sticky', 'slimy' and 'squishy' while children enjoy a sensory play activity. Children mix jelly with spoons and transfer it into pots and pans. They talk about their favourite flavours of jelly, recall colours and share experiences of cooking at home.
- Children have high levels of concentration. They enjoy their play and are curious about the wider world. For example, children use magnifying glasses to look at insects, pine cones, leaves and their own hands. They develop resilience and problem-solving skills as they transport larger construction blocks with wheelbarrows. They consider if there are too many blocks in the barrow for one load, especially as they start to fall off.
- Children are developing a good awareness of healthy lifestyles. They confidently use the 'snuffle station' to blow their nose and dispose of tissues. Children have a clear understanding of the importance of effective handwashing routines. Most are independent in their toileting routines and show pride as staff offer praise. Children thoroughly enjoy snack times and lunchtimes, which are particularly sociable occasions.
- Parents are very positive about the care their children receive. They state that staff are 'approachable' and 'professional'. Parents add that children gain from an excellent programme of learning and say that staff's communication about this is very useful.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. For example, they adhere to policies and procedures that are updated and reviewed on a regular basis. Staff conduct regular risk assessments and support children's awareness of safety. For instance, children demonstrate that they understand the rules for when playing outdoors. Staff have a good knowledge of all aspects of safeguarding. They know, for example, the procedure to follow if an allegation is made. Staff understand what to do if they have a concern about a child's welfare. The systems for recruitment and vetting of staff are robust. This helps to ensure staff suitability.

What does the setting need to do to improve?

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

- strengthen planning to be more precise about how younger children gain and

develop new skills.

Setting details

Unique reference number	109930
Local authority	Hampshire
Inspection number	10264059
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	25
Name of registered person	St John's Pre School Group Committee
Registered person unique reference number	RP517903
Telephone number	07423774274
Date of previous inspection	22 May 2017

Information about this early years setting

St Johns Pre-School Group first opened in 1964 and re-registered in 1989. It operates from a church hall in Farnborough, Hampshire. The pre-school is open during school term times only. On Monday, Tuesday and Wednesday, the pre-school operates from 9.15am to 3.30pm. On Friday, the pre-school operates from 9.15am to 12.45pm. The pre-school receives funding for the provision of free early education for children aged three years. There are five staff working with the children, who all hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager joined the inspector for a learning walk. The manager explained how staff plan their curriculum and how they work in partnership with parents.
- A joint observation was completed. The manager explained how she supports her staff in their roles.
- The inspector spoke to children, parents and staff. She read written feedback from parents. Relevant documentation was sampled.
- The inspector observed staff interacting with children during play indoors and outdoors.

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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