

# Inspection of Little J's Preschool

Broderick Hall, Clayhall Road, Gosport, Hampshire PO12 2BY

---

Inspection date: 14 March 2023

<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	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children and their parents are greeted warmly by the manager. Children happily chat to staff. They display close bonds with staff and share plenty of cuddles. The manager and staff have a strong ethos of developing children's independence skills, which starts as soon as children arrive and carry their belongings into the room.

Children have good attitudes to learning. They explore activities that build on their interests, such as building objects from play dough. Staff identify when children need more challenge in their learning. For example, they add natural resources to the play dough to stimulate children's thinking. This helps children to build more-complex models. Children develop their imaginations as they create shapes, such as 'dumbbells' from the dough and pretend to exercise. Staff support this by giving them the words they need to describe what they have made and to help them make sense of their world. Staff know the importance of children acquiring good communication and language skills for their future learning.

Children like to investigate and find out how things work. For example, children notice how small plastic circles bounce into the air when they knock a plastic tray. They repeat this and become excited about what they have discovered. They proudly tell staff what they have discovered.

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

- The manager has constructed a curriculum that is stimulating and ambitious. Children demonstrate good concentrations skills, perseverance and interest in activities and resources. For example, when children explore an old telephone, they try to unwind the cable but it springs back. They then stretch the cable to see how long it is. Later, they return to the same toy and concentrate on making the dial turn and discover that it makes a noise.
- Staff support children with positive behaviour strategies. For example, staff remind children about the agreed rules at circle time. This has a positive effect on children's good behaviour. The children play with pipettes in the water tray, taking turns and helping each other to squirt water. There is a wide range of books and staff support children to name their feelings when they read together.
- Staff provide a healthy snack and encourage independence skills. For instance, children pour their own milk, select fruits and spread cheese on crackers. Staff and children chat about healthy fruits and vegetables, and this builds children's understanding of a healthy lifestyle.
- Staff plan opportunities for children to build on their physical skills. For example, staff provide small objects in the role-play area. Children develop their small-muscle skills as they pick up small pasta shapes and rice to make a pretend

lunch. Children enjoy playing in the outdoor area on big play equipment and tricycles to strengthen their large muscles.

- Children take part in a variety of adult-led group activities during the session, such as morning welcome, and story time at the end of the day. However, sometimes, group activities are too large and the age groups are too varied for staff to be able to support all the children's learning needs.
- Staff understand the importance of teaching children to be respectful of others. For example, children create pictures for occasions that are important to their family, such as wedding anniversaries and Mother's Day. Children learn about being different and staff use their own experiences to help children to understand how they are all unique.
- Parents talk about how they receive feedback about their children's progress at the end of the session. However, staff do not always advise parents about how they can further support their children's learning at home.
- The manager uses specialist funding effectively to close any gaps in children's learning. For example, staff support children to develop early writing skills when they encourage them to draw and paint. Some children start to write their own names.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a clear understanding of her safeguarding responsibilities. Staff attend regular safeguarding training. They know the signs that indicate a child may be at risk of abuse and refer concerns to the designated safeguarding lead. Staff understand the 'Prevent' duty guidance and their role in keeping children safe from radicalisation and extreme views. The designated safeguarding leads know the course of action to take when referring concerns to the local authority. Staff have a clear awareness of how to manage allegations about staff. Staff complete daily checks to ensure that the indoor and outdoor areas are safe before children arrive.

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

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

- develop teaching strategies to support staff to plan more effectively so that all children are equally engaged
- ensure that staff work more closely with parents to share ideas to promote children's learning at home.

## Setting details

<b>Unique reference number</b>	EY305776
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10276572
<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>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Little J's Partnership
<b>Registered person unique reference number</b>	RP910167
<b>Telephone number</b>	07529247802
<b>Date of previous inspection</b>	21 July 2017

## Information about this early years setting

Little J's Preschool registered in 2005 and is in Alverstoke, Gosport in Hampshire. The pre-school opens each weekday during school term times only from 8.30am until 3.15pm. There are three members of staff, all of whom hold a relevant early years qualification at level 3. The provider receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jo Parker

## 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 manager and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and read testimonial emails and took account of their views.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023