

Inspection of Little Wisp Hilltops

14th Eastleigh Scout Hut, Allbrook Hill, Eastleigh, Hants SO50 4LY

Inspection date: 29 March 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children arrive at pre-school, eager and ready to play. Staff support those who find it more difficult to separate from their parent or carer. They take children by the hand and encourage them to self-register, so they develop confidence in coming into pre-school on their own. Children soon settle into an activity of their choice. They demonstrate that they feel safe. Children check in with their key carer throughout the morning and look to them for reassurance.

Children are fully engaged during story time. Staff praise them for their 'good listening'. During planned activities, staff capture children's attention and maintain that interest using props and different tones in their voice. Children participate as they 'blow the bubbles' and learn new language, such as 'squeeze'. However, on occasions, staff do not fully encourage children to problem solve, such as asking them how they can make the dough mixture less sticky.

Children's physical development is well promoted by staff, who provide regular opportunities for them to play outside. Children ride bikes and fill them with 'fuel', and scoop sand with shells. Staff support children effectively to wait for their turn. They have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children respond positively to the praise they receive. For example, staff comment on children's 'amazing waiting' when they share the bike with their friends.

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

- The provider has a secure understanding of how to evaluate the pre-school and the required targeted support. Staff receive regular training, including an induction. Specific training helps staff to meet the individual needs of the children they care for and identify the resources they require. Staff have the skills and knowledge to implement their roles and responsibilities. However, sometimes, they lack confidence in carrying out some tasks when the manager is not present.
- All staff contribute to the planning of the curriculum. They know the developmental needs of their key children, along with their interests. This guides staff in planning an effective learning environment for all children, including those with SEND.
- Staff know and understand the early years curriculum. They clearly identify the importance of helping younger children feel secure by building positive relationships with their key carer. Staff recognise the importance of promoting older children's independence, in readiness for their move to school.
- Staff develop children's communication and language well. They use sign language throughout the daily routine, to accompany the words spoken. This

supports children who need additional help with their speaking and understanding. Staff teach children new signs for different celebrations, such as Easter, to extend their vocabulary.

- Staff teach children the 'golden rules'. They sing songs during circle time to help them remember how to use their good manners, share and be kind to their friends. Staff encourage children to use their 'kind hands'. Staff give positive praise to children throughout the day, when they share toys and books with their friends. For example, they say, 'Fantastic sharing.'
- Staff enable children to feel safe and secure. They know their children well and form strong relationships with the families, to provide good levels of support. Staff provide many opportunities for children to learn about equality and diversity. They celebrate different festivals through the year, such as making bonnets and hats for the 'Easter parade'.
- Partnerships with parents/carers are strong. Staff help to settle their child into pre-school and share information during a 'stay and play' session. Daily exchanges between parents/carers and staff enable them to provide consistent care and education, including home learning. Staff work effectively with other professionals, to help children make progress in their development.
- Staff have a good understanding of managing children's allergies and dietary needs. For example, they supervise children well during snack time to ensure they do not eat food they cannot have. Staff who handle food have completed food hygiene and safety training. They generally cut fruit into small pieces and remind children to wash their hands before they eat. However, children pick fruit up from the sharing plate, using their hands. This does not fully promote good hygiene procedures.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge and understanding of the procedures to follow to keep children safe. They understand the importance of consulting with child protection agencies to communicate relevant information, so prompt action can be taken if necessary. Staff regularly conduct head counts throughout the day to check the correct number of children are present, and they supervise children well. Risk assessments are completed on the areas used by the children, including the outdoor area. The provider implements robust recruitment procedures, to check that staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- strengthen the support, monitoring and mentoring provided for all staff, to help them develop a more confident understanding of their role and responsibilities

- enable children to understand how they can maintain good hygiene procedures during snack time
- extend staff's skills in recognising how to extend children's learning further.

Setting details

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| Unique reference number | 2610802 |
| Local authority | Hampshire |
| Inspection number | 10263129 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 45 |
| Number of children on roll | 30 |
| Name of registered person | Willow The Wisp Ltd |
| Registered person unique reference number | 2610804 |
| Telephone number | 07738039999 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Wisp Hilltops registered in 2020. It operates from the 14th Eastleigh Scout Hut in Eastleigh, Hampshire. The setting is open Monday to Thursday from 9am to 3pm, during term time only. There are six staff employed, three of whom hold a recognised early years qualification at level 3. The pre-school provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Maria Conroy

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 setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- A joint observation was carried out with the deputy manager.
- Parents/carers shared their views of the setting with the inspector.

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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