

Inspection of Kempshott Under 5's Preschool

St Marks Church, Homesteads Road, Basingstoke RG22 5LQ

Inspection date: 19 September 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form close bonds with the compassionate and dedicated staff. They confidently leave their parents, happily walk into the nursery and eagerly engage in the activities. Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). They provide tailored settling-in sessions for each child, starting with home visits to get to know children and their families. This approach works very well, as after only a few weeks into the autumn term, children show that they feel safe and comfortable in their new surroundings.

Children demonstrate a true love for learning in the stimulating indoor and outdoor environments. They show high levels of perseverance and developing critical thinking skills, such as working out how to flatten a ball of play dough. Staff encourage children to develop their imaginations. For example, children decorate their play dough pancakes and pizzas with different materials they have access to. Staff are good role models and establish clear routines to help create a calm atmosphere. They effectively provide additional behavioural and learning support, such as when they encourage children to share and take turns. Children beam with pride as staff praise children's good behaviour and efforts. They gain the knowledge and skills they need to become successful and confident learners.

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

- All children benefit from an ambitious and sequenced curriculum that suits their needs, abilities and interests. They make good progress from their initial starting points. Staff thoughtfully plan activities and use additional government funding to meet individual children's needs. For example, the manager purchases weighted items to support children with their emotional needs. Staff provide ample opportunities for children to reinforce and refine their new learning. For instance, children show a particular interest in owls. They compare pictures of a snowy owl and a barn owl. Children learn that the snowy owl lives in a colder climate and, therefore, has more feathers than a barn owl.
- Children love to be outdoors in the fresh air. They enjoy opportunities to climb, balance and jump in the garden. Staff organise exciting experiences, such as woodland walks, on their weekly outings. They explain to children how risks can be minimised, such as the need to wear high-visibility jackets and hold an adult's hand to ensure their safety. Staff use these outings to enhance children's understanding of the natural world. For instance, they encourage children to close their eyes and identify different sounds they hear in the woods. This helps to promote children's learning first hand, as well as support their well-being.
- The manager and staff help children to develop a sense of community. Children learn about respect and tolerance for different religions and beliefs represented

by children in the setting. For instance, Muslim families are approached to suggest ways to help raise children's awareness of Eid. In this way, they develop an understanding of different cultures, traditions and celebrations.

- The knowledgeable manager is an enthusiastic professional who leads an equally dedicated staff team. They work together to make positive changes to the environment, curriculum and involvement of parents to support children's love for books. The manager observes staff's interactions with children and offers constructive feedback to help improve their teaching. Despite this, some staff's practice shows that the manager's advice is not yet fully embedded. For example, even though staff know children well, some of them do not always adapt their teaching to build on individual children's existing knowledge and skills. This is more apparent when there are children of mixed ages in a group. At such times, these children do not make the best possible progress.
- Parents highly value the manager and her team. They report on the impressive ways that staff communicate with them about their children's progress, such as through an online application, newsletters and verbally. Parents are impressed with how happy their children are to attend and how excited they are to tell their parents about their day on collection. Parents comment on the individualised approach offered, such as when staff carry out home visits before children start the nursery. They say that this has led to their children settling into the routine very quickly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of their responsibility to safeguard and protect children from harm. They know the potential signs and symptoms of abuse and neglect, including risks associated with extremist views and behaviours. The manager and staff understand what to do should they have concerns about a child's welfare or if an allegation is made against anyone working with children. A dedicated employee, who has been appropriately trained, is responsible for following safer recruitment processes to ensure the suitability of all staff. The manager ensures staff regularly update their knowledge to keep children safe. They take appropriate steps to ensure that children play in a safe and secure environment.

What does the setting need to do to improve?

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

- support individual staff to consistently embed new teaching strategies into their practice to enable children to reach their full potential.

Setting details

Unique reference number	EY493615
Local authority	Hampshire
Inspection number	10301586
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	19
Name of registered person	Hatch Warren Under Fives Pre-School Limited
Registered person unique reference number	RP903495
Telephone number	07951660401
Date of previous inspection	15 January 2018

Information about this early years setting

Kempshott Under 5's Preschool registered in 2015. It is located in Basingstoke. The pre-school operates from Monday to Friday from 8.30am until 3pm, term time only. The provision employs four staff. All staff hold appropriate childcare qualifications from level 2 to level 4. The pre-school accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager completed a learning walk and a joint observation of a group activity with the inspector.
- The inspector spoke with staff, parents and children at suitable times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023