

Inspection of Impstone Preschool

Pamber Heath Memorial Hall, Pamber Heath Road, Pamber Heath, Tadley,
Hampshire RG26 3TQ

Inspection date: 3 October 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 arrive happy at this welcoming pre-school. They leave their parents with ease and are greeted by enthusiastic and compassionate staff. Children are excited and eager to start their day. Staff are committed to ensuring that children settle quickly and develop a real sense of belonging. Children readily engage in activities and keenly talk to staff. For instance, as part of their restaurant role play, they write down staff's food orders and talk passionately about their own favourite foods. Children show good social skills, particularly with new people, such as inviting the inspector to join in their play. They are respectful and follow routines well with the expert guidance of staff. It is evident that children establish trusted bonds with staff.

Children delight in their time outdoors. Staff support them well to manage their self-care skills independently, such as putting on their wellington boots before going into the garden. Children run, climb and balance on the large equipment, showing good body control. Older children confidently try out their own ideas when they come across a problem. For example, they dig mud with a large spoon in a small area but find a smaller spoon is more effective. Staff work hard to help children gain the knowledge and skills they need for their eventual move to school.

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

- The experienced manager and staff design an ambitious and sequenced curriculum. For example, they positively promote children's love for books. Staff use story props to bring a story to life and share the messages that arise from the storyline. This helps children who speak English as an additional language, and those with speech delay understand and make connections between real objects and pictures in the book. In addition, staff use books effectively that celebrate cultural differences and help children learn more about the diverse world they live in.
- The manager and the staff proudly talk about providing children with real-life experiences that teach them about their local community. For instance, they organise weekly visits to meet the elderly at a nearby care home. Children speak confidently to the residents and play games with them. In this way, children build connections and help promote the well-being of the residents and themselves.
- Staff promote the importance of adopting healthy lifestyles. For example, they encourage children to engage in daily exercise sessions before lunchtime. In this way, children strengthen different parts of their body and increase their stamina. Staff provide children with an opportunity to cool down at the end and teach them to stretch out their muscles. Children participate in weekly cookery activities and talk about healthy food choices. They learn that milk comes from

cows and is good for their teeth. Staff also help children remember the sequence for washing their hands by singing a song. This means that children develop an understanding of why good health routines are important.

- Children show high levels of curiosity and a love for learning new things. They enjoy the freedom to independently explore and investigate, such as when staff encourage them to find different ways to jump safely from large equipment in the garden. However, staff do not always give all children an opportunity to be able to recall, practise and extend their own learning in independent play.
- Staff speak highly of the manager and feel supported through her supervision and daily communication. They feel valued and part of a cohesive team. The manager observes staff practice and offers constructive feedback on ways to improve their teaching. She encourages continuous professional development. However, the manager does not always focus precisely enough on improving individual staff's existing skills and practice. For instance, some staff do not identify opportunities when they can extend children's knowledge during their play.
- Parents are full of praise for the manager and the staff team. They are appreciative of the staff's dedication to create a loving environment where children feel safe, valued and excited to attend. Parents report that they are fully informed of their children's development and next steps in learning through an online application and daily verbal feedback. They say their children are progressing well and show high levels of confidence when speaking to others.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff understand their responsibilities to protect children from abuse. They carry out daily risk assessments to ensure that the indoor and outdoor environments are safe and secure. Staff know the potential signs that may indicate a child is at risk of harm, including exposure to extremist views and behaviours. They are aware of the procedures to follow should they have concerns about a child's welfare. Staff understand the process to report any concerns about the conduct of colleagues. The manager and a trained committee member follow robust recruitment processes to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to more consistently recognise when to allow children time to practise new skills in independent play
- focus professional development more precisely to further strengthen staff's teaching skills.

Setting details

Unique reference number	507838
Local authority	Hampshire
Inspection number	10308097
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	35
Number of children on roll	38
Name of registered person	Impstone Pre-School Committee
Registered person unique reference number	RP907759
Telephone number	07733 898914
Date of previous inspection	7 March 2018

Information about this early years setting

Impstone Preschool operates from Pamber Heath Memorial Hall in Tadley, Hampshire. The pre-school employs 11 members of childcare staff. Of these, six hold a relevant childcare qualification at level 3 and two at level 2. The pre-school opens from Monday to Friday, term-time only. Sessions are from from 9am to 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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 manager discussed what she wants children to learn, and the inspector observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation together.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- Parents shared their verbal and written views about the education and care their children receive at the pre-school with the inspector.
- The inspector viewed relevant documentation, including evidence of the suitability of staff working in the pre-school.

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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