

Inspection of Pre-School On The Marsh CIC

The Scout Hut, Stanpit, CHRISTCHURCH, Dorset BH23 3LY

Inspection date: 23 November 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 are eager to start their day. They happily greet staff and quickly find something of interest to play with. Children are engaged and focused within their chosen activities. They show high levels of concentration and follow instructions carefully. Children have opportunities to be independent. They turn the water tap on and off to wash their hands in the forest school and eagerly help to give their friends cups at mealtimes. Children pour their own drinks and serve their food.

Staff create a curriculum that enables children to engage in an activity of their choosing while also supporting their ongoing development. Children learn to manage risks during physical play. For example, older children hammer nails into pumpkins. Opportunities such as these help children to strengthen the small muscles in their hands. Younger children patiently wait in line to have a go on a slackline obstacle course between two trees. They learn how to develop their balance, coordination, and control as children grow in confidence and self-esteem.

Following the COVID-19 pandemic, the manager and deputy manager have a strong focus on supporting parents and carers and including them in children's learning. For instance, they offer consistent advice, emotional support, and reassurance when parents and carers need it.

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

- All staff participate in the planning of the curriculum, considering the needs of their key children. The planning is available to the whole staff team, so that everyone can support all children's targets during activities. Staff have a clear understanding of the purpose of the curriculum they provide. Children are well prepared for the next stage of their learning.
- Children with special educational needs and/or disabilities (SEND) benefit from effective strategies to support them to make progress in their development. Staff work in partnership with parents and other agencies to ensure that support is consistent for children. They identify children's interests to design a curriculum that encourages children with SEND to participate in their learning environment. For example, some children engage in forest school experiences, which help them regulate their emotions. They are keen to learn new skills, such as how to push their friends forward on a swing. They smile as their friends swing backwards and forwards.
- Children's communication and language skills are developing well. Staff join the children as they play. Interactions between the children and staff are positive. Staff introduce new words and concepts by modelling, commenting, and asking questions. However, at times, less experienced staff ask children questions in quick succession and do not give them enough time to respond before asking

another question. This limits the opportunities for children to think about and respond to questions and develop their problem-solving skills.

- Children's behaviour is generally good. They listen to instructions and respond very well. Children wait their turn when waiting for friends to finish using equipment and resources. On occasions, when they display challenging behaviour, staff tell them 'stop' or encourage them to say 'sorry'. However, staff do not fully explain the consequences of children's actions on themselves or others to better support their understanding of appropriate behaviour.
- Partnership with parents and carers is strong. Parents and carers speak positively about the 'approachable, kind' and 'nurturing' staff team. They say that their children have improved their communication skills and have grown in confidence since attending. Staff work with parents and carers to ensure that detailed information is shared. This helps to keep everyone informed, so they can provide the appropriate support for children.
- The manager and deputy manager regularly monitor the quality of staff's teaching and assessment of children's learning progress. They ensure that staff access the training they need to provide good levels of care and education to all children. The manager and deputy manager have a clear vision for developing the provision for all children, particularly those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads keep their safeguarding training updated, to reinforce their knowledge and understanding of child protection issues to support children's welfare. They support staff's knowledge and understanding of child protection, such as through ongoing training and discussions about scenarios. Staff have a clear understanding of their responsibility for keeping children safe from harm. They know the procedures to follow should they have any worries about a child or the conduct of an adult. Staff carry out good risk assessments, which they review and make appropriate changes to, if necessary. In the forest school, staff set clear boundaries and consistently provide children with the explanations they need to understand why some rules are in place.

What does the setting need to do to improve?

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

- enhance staff's teaching strategies, so that children have more opportunities to think about and respond to questions and develop their problem-solving skills
- support less experienced staff to provide a more consistent approach to behaviour management to better support children's understanding of appropriate behaviour.

Setting details

Unique reference number	EY492194
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10298826
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	28
Number of children on roll	38
Name of registered person	Pre-School On The Marsh CIC
Registered person unique reference number	RP534805
Telephone number	07769210278
Date of previous inspection	17 January 2018

Information about this early years setting

Pre-School On The Marsh CIC registered in 2015. It is located in Stanpit, near Christchurch, Dorset. The pre-school is open five days a week during term time only. Hours are from 9.15am to 4pm, with a breakfast club between 8am and 9.15am. The forest school operates Tuesday and Thursday, from 9.30am to 12.30pm, during term time only. The pre-school offers funding for the provision of free early education for children aged two-, three- and four-years. The pre-school employs 11 members of staff, including the manager. Of these, eight staff hold early years qualifications at level 3 and one at level 2.

Information about this inspection

Inspector

Rachel Cornish

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 provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and in the forest school, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents discussed their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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.

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