

Inspection of Clocktower House Pre-School

North Camp, Redvers Buller Road, Aldershot, Hampshire GU11 2LT

Inspection date: 27 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and well cared for at this setting. Leaders are striving for improvement and have prioritised developments with a new staff team effectively. Although the majority of staff are relatively new to the setting, they are already working cohesively. They communicate well, which in turn benefits the children. Staff get to know their key children quickly, and they hold regular room meetings to talk about each child's needs. This means that all staff have a shared knowledge of each child, which helps them to support children's learning effectively. The environment is calm but busy, and the children are kept safe, such as when staff move children to the outdoor area and back again.

The majority of families come from military backgrounds, as do some staff. This means that staff have a good understanding of the differing needs of these families. The recruitment of staff who speak some of the children's home languages also enables staff to provide additional support. Staff help children to develop positive relationships with others. They support children through everyday experiences and planned activities to develop skills such as sharing and turn taking.

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

- The nominated individual and new manager are working well together to make positive changes to the pre-school. The manager holds regular supervision meetings to ensure that staff feel well supported and to monitor their well-being. Staff comment that they feel valued and respected and understand their roles and responsibilities.
- Staff provide children with a familiar routine and boundaries, which helps children to feel safe and secure. Each morning, children sit down for circle time and confidently sing the 'how are you' song with their friends. Staff encourage older children to talk about emotions and how they are feeling. Children place their picture on the wall to show whether they are feeling 'happy', 'calm' or 'sad'. They use good vocabulary to tell staff why they are feeling that way.
- Staff know their key children well and plan activities based on their interests. They understand the curriculum and what children need to achieve before they move on to their next stage of learning. However, staff do not plan as well for the outdoor learning environment as they do the inside environment. They do not plan targeted learning opportunities for their key children outside, and some areas outside, such as the 'burrow', are not being utilised to help children learn about their environment.
- When children do play outside, they have fun whatever the weather. Children show independence as they put on their own coats and wellingtons, and they squeal with delight as they jump up and down in puddles in the rain. Children develop their physical skills by, for example, running, manoeuvring ride-on toys

and spinning themselves around on spinners.

- Staff ensure that children have access to healthy food. For example, children enjoy fresh fruit for snack, and staff support parents to include health food in their children's lunchboxes. Healthy practices are further developed as children wash their hands before eating. Children learn about caring for animals as they help to look after the pre-school's pets, including guinea pigs and a giant African land snail.
- Children are confident and happily approach visitors to engage them in their play. Staff support children to practise their social skills, such as listening, sharing and turn taking. For example, staff remind children when playing a game of snakes and ladders that they must wait for their friend to have a turn.
- The new manager is keen to develop a good partnership with parents. For instance, she is planning for a stay-and-play session at Christmas, where parents can paint decorations with their children. Parents comment that staff are very loving and that their children do not want to leave. However, parents are not always given detailed information about the progress their children are making in their development, and they are not given ideas about how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of child protection. They have a secure knowledge of the relevant policies and procedures and how to report any concerns they may have about a child or a colleague if needed. Staff have completed appropriate training to ensure that their safeguarding knowledge remains up to date. Staff are deployed effectively and supervise children well. The management team follows robust recruitment procedures to help ensure that all staff employed to work with children are suitable. The majority of staff have undergone paediatric first-aid training to ensure there is always someone qualified and available in the event of an accident.

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 develop the curriculum for the outdoor area to provide more varied and targeted learning experiences for children, particularly those children who prefer to learn outdoors
- build on partnerships with parents so that they are given a more precise picture of the progress children are making in their learning and how they can help guide and support their children's learning at home.

Setting details

Unique reference number	EY447666
Local authority	Hampshire
Inspection number	10309617
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 7
Total number of places	70
Number of children on roll	62
Name of registered person	The Aldershot Garrison Pre-School Settings
Registered person unique reference number	RP531671
Telephone number	01252 333752
Date of previous inspection	17 October 2022

Information about this early years setting

Clocktower House Pre-School registered in March 2013. It is owned and operated by Aldershot Garrison Pre-School Settings and is situated in North Camp, Hampshire. The pre-school is open from 8.30am to 3pm, Monday to Friday, during term time only. It also operates a breakfast club between 7.30am and 8.30am and an after-school club from 3pm to 6pm. There are 12 staff working with the children, of whom 10 hold a relevant childcare qualification. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Hill

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to staff and parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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