

Inspection of The Wallops Pre-School

Wallop Primary School, Nether Wallop, Stockbridge, Hants SO20 8EH

Inspection date: 30 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 have strong attachments with staff, particularly their key person. They happily come into the pre-school and confidently select resources to play with. Staff support children as they learn to meet their basic hygiene needs. For example, children use a 'snuffle station' equipped with tissues when they need to wipe their noses. Staff discuss reasons why children need to wipe their noses and wash their hands after with them as children learn about germs.

Staff use daily routines to develop children's independence skills. For example, young children take pride in dressing themselves ready for the outdoors. Children develop an in-depth understanding of the world around them through visitors and outings. For example, they meet the local beekeeper and fire service and visit the local farm. Children also regularly take part in forest school. This helps to give children a wide breadth of experiences during their time at the pre-school. For example, children learn to keep themselves safe around a fire as they cook their snack of strudel and custard.

Staff have high expectations of children and their behaviour. Children confidently share the 'golden rules' of the pre-school, such as using kind words with each other. This is evident in the good relationships children have with one another. They develop a positive awareness of people's differences and happily include each other in their play.

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

- The manager has created a curriculum that has high expectations for all children. It focuses on children's confidence and independence. There is also a key focus on developing children's understanding of the world around them. Staff have received training and coaching on the curriculum. However, there are some inconsistencies in some staff's understanding of the aims of the curriculum. This impacts on staff's ability to support children's progress towards these aims.
- The manager is highly reflective and evaluative. She ensures that she includes staff when reflecting on the provision. This helps to continue to develop the pre-school and staff's practice to ensure they are consistently meeting children's needs. For example, recent reflections have led to changes to snack time. This is because staff feel that children benefit more from the social aspects of sitting down together. This also enables older children to model their independence skills to younger children as they self-serve their snack.
- Staff instinctively know how to help children regulate themselves and their emotions. They adapt the routine and environment constantly to ensure that children's needs are being met. For example, they provide children with quieter

space that supports their sensory needs. This helps children, including children with special educational needs and/or disabilities, to make good progress in their learning and development.

- Staff develop children's literacy skills in a range of ways. They encourage children to create their own stories and eagerly listen as children act them out with puppets. Children happily listen as staff read them stories. Staff encourage children to talk about what they can see and relate it to children's experience. For example, as they look at pictures of rabbits, staff remind children about the rabbits they see in the fields.
- There are effective parent partnerships. Staff work hard to build positive attachments with parents as well as children. This helps children to feel safe and secure at the pre-school. They provide support to the whole family when it is needed, such as supporting them with speech and language referrals. Parents speak highly of the kind and compassionate staff. Staff provide parents with home learning ideas to support children further with their learning and development.
- Additional funding is used effectively to meet children's individual needs. For example, staff have purchased balancing blocks to support the development of children's core strength and balancing skills. This helps children to start to close the gaps in their development.
- Staff support children's developing language skills. For example, they model new vocabulary and encourage children to share their thoughts and ideas. However, on occasion, staff do not give children enough time to respond to questions before asking another. As a result, children do not always have time to process and share their response.
- The provider has not notified Ofsted of all the changes of committee members since the last inspection. However, those who have not had their suitability checked do not have access to confidential information or visit the pre-school unsupervised. Therefore, there is no impact on staff and children's well-being or safety.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their roles and responsibilities in safeguarding children. They know the signs and symptoms that may indicate that a child is at risk of harm. Staff know how to raise concerns with their designated safeguarding lead and how to raise concerns with the relevant local safeguarding partners if required. This includes staff knowing how to report allegations about a member of staff. Staff have a secure knowledge of a wide range of safeguarding concerns, such as exploitation and radicalisation. The manager understands the importance of ensuring staff suitability at the recruitment stage as well as on an ongoing basis.

What does the setting need to do to improve?

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

- strengthen supervision and coaching to develop staff's understanding of the curriculum further
- develop staff's use of questions further so that children consistently have enough time to think and respond.

Setting details

Unique reference number	109894
Local authority	Hampshire
Inspection number	10305619
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	24
Number of children on roll	22
Name of registered person	The Wallops Pre-School Committee
Registered person unique reference number	RP906614
Telephone number	01264 782051
Date of previous inspection	28 February 2018

Information about this early years setting

The Wallops Pre-School has been operating since 1981. It is open from Monday to Friday, term time only. Sessions are from 8.45am to 3pm, apart from Friday, when sessions are from 8.45am to 12.30pm. There are five staff members who work with the children. Of these, four hold relevant childcare qualifications at level 3 or above. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

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 provider and has taken that into account in their evaluation of the pre-school.
- The manager explained the curriculum intentions to the inspector during a learning walk.
- The inspector took part in discussions with staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- Parents shared their views with the inspector.
- The inspector observed staff and children throughout the day.

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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