

Inspection of Angelfish Preschool

Hayling Sports Centre, Harold Road, Hayling Island, Hampshire PO11 9LT

Inspection date: 19 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive at this welcoming community nursery and settle quickly. They develop close and caring bonds with the attentive staff.

Staff encourage children to be independent and to do things by themselves. For instance, children cut their fruit and pour their own milk during a sociable snack time. Staff praise children, which motivates children and boosts their confidence. Children behave well because they receive clear guidance to manage their feelings and behaviour.

The inviting and well-organised environment excites children, and they joyfully get involved with the activities set up for them. Children show confidence as they access the variety of resources available. For example, they make predictions and test their ideas as they explore the properties of ice, working together to free some frozen bugs. Staff play with children and are genuinely interested in what the children say and do. They provide good narration during play, so children hear a range of language. Staff encourage children to describe the ice and praise them when they excitedly exclaim, 'It is so chilly!'

All children, including those in receipt of additional funding, make good progress and develop the skills they need for their future learning.

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

- The provider and manager have made significant changes since the last inspection. They have sought guidance from external professionals to enable them to make targeted improvements. Staff morale is good and teamworking is evident. This has improved the outcomes for all children and their families.
- The leadership team has recently introduced a new curriculum. However, this is very much in its infancy. Leaders and staff are working to embed the changes and monitor and evaluate their impact on outcomes for all children.
- Staff extend older children's play and learning through effective teaching, such as during planned, focused activities, to encourage language development and turn-taking. However, not all staff fully understand the learning intentions of some activities. This prevents staff being able to differentiate or swiftly adapt their teaching to make the most effective use of some spontaneous learning opportunities, specifically when supporting younger children.
- Staff promote communication and language development throughout the nursery. Staff role model good language and talk to the children throughout the day. Children talk to each other, recalling events and retelling their favourite stories. Staff ask children open-ended questions and give them time to respond. Furthermore, staff provide dual-language books so that children can enjoy their

favourite stories in their home languages. Staff sit and read with children throughout the day and children have clear favourites they want to listen to repeatedly.

- Children's physical development is promoted well. Children make their own choices and can choose whether to be inside or out, whatever the weather. They have opportunities to climb, balance and run freely in the outdoor area. This helps to develop children's large-muscle movements.
- Staff encourage children to use their imaginations as they play. They skilfully use these opportunities to weave in other areas of learning, such as mathematics. For example, during a game to create an aeroplane using chairs, staff encourage children to count the passengers and buy tickets for their holidays.
- The provider follows appropriate recruitment processes to ensure the suitability of all staff. The manager continues to assess staff suitability, for example through supervisions, support and coaching. Staff complete daily risk assessments to ensure that the environment is secure, both inside and out, and children have a safe place to play.
- The support for children with special educational needs and/or disabilities is effective. Staff are knowledgeable about children's individual needs and manage these in a positive way. Staff work in partnership with parents and other professionals to provide targeted support and close any gaps in children's learning. Therefore, all children, including those who receive additional funding, make good progress. Parents report that their children develop good speaking skills and build friendships. A parent commented that they 'could not wish for a better nursery'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the implementation of the new curriculum and planning, supporting staff to develop a secure understanding of all children's learning intentions and next steps.

Setting details

Unique reference number	EY496907
Local authority	Hampshire
Inspection number	10278896
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	1 to 4
Total number of places	35
Number of children on roll	26
Name of registered person	Carr, Rebecca
Registered person unique reference number	RP901753
Telephone number	07523 644576
Date of previous inspection	27 January 2023

Information about this early years setting

Angelfish Preschool registered in 2015. The pre-school operates from Hayling Sports Centre on Hayling Island, Hampshire. The pre-school opens from 9am to 3pm, Monday to Friday, term time only. A team of four staff works with the children. One member of staff has a relevant level 6 qualification, while three other staff members hold a relevant level 3 qualification. Funding is accepted for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Lambkin

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 the inspector completed a learning walk together and discussed the newly implemented curriculum.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity with the manager and they discussed the learning taking place.

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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