

Inspection of Brighton Hill Pre-School

Barber Road, Basingstoke RG22 4EY

Inspection date: 11 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are supported by experienced and nurturing staff at their pre-school. There is a wide range of enjoyable activities planned. These enhance their learning and development. Children love opportunities to develop their imaginative play with small-world toys and in their home corner. There are lots of opportunities for them to develop their early literacy skills. For example, they vote using tokens for their favourite book at story time. Staff use this opportunity to introduce counting. Children sit well alongside each other while listening to stories. Staff make sure all children are able to join in with these sessions. They adapt resources to help children with special educational needs and/or disabilities (SEND) play alongside the group and explore different sensory materials.

Staff closely supervise children's play. They ensure that children are safe and that any unwanted behaviours are swiftly diverted. Children settle quickly as they arrive for the day and select their names to self-register. This helps them to learn to recognise their name in print. Children participate in daily group times, where they take turns and learn new vocabulary. They learn about the days of the week, months and weather. Staff encourage all children to participate in these sessions, including those who are not able to communicate verbally.

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

- The manager encourages staff to reflect on their teaching skills and feedback to each other about their strengths and areas to develop. The manager is keen to encourage continuous improvement with the help of colleagues, the committee and parents. Staff receive training from speech and language specialists to help them deliver good support for children with SEND. They use additional funding to purchase resources to support children to make good progress in their communication, both at home and in the setting.
- The staff team plans a broad and interesting range of activities based on children's interests. However, this is not always precise in targeting learning intentions for children to make progress in different areas of learning and development.
- Staff know the children at the setting and their families very well. They communicate regularly with parents, carers and other professionals about children's learning and development. Speech and language professionals are particularly impressed with the quality of assessments completed and how staff support children who are not making expected development with their communication skills. The setting has recently introduced a communication board for parents and carers. This explains how people at home can incorporate new vocabulary, including descriptive words, relating to different topics. This promotes a united approach to children's learning.

- Overall, children's communication is a priority and promoted well. However, at times, staff do not wait long enough for children to answer questions and share their thoughts. When this occurs, children do not benefit from the best opportunity to practise their developing language skills.
- Children have good opportunities to learn about the similarities and differences between themselves and others. For example, they make tally charts to see which different hair and eye colours they have. They read from a variety of books that show people from a diverse range of backgrounds. Children and parents enjoyed filling a paper bag at home with objects about themselves. Children then shared these items at group time and learned more about each other's home and culture.
- Children are encouraged to develop their independence throughout the daily routine. For instance, they hang their own coats and wash hands ready for snack time. Staff give them lots of choice at snack time and encourage skills such as peeling and segmenting fruit.
- Staff plan activities in small groups to help children develop an awareness of healthy lifestyles. For example, children concentrate really well as they learn to brush their teeth. The activity is skilfully guided by a staff member, who makes sure children have fun as they learn.
- Children have good opportunities to learn about the natural world. For example, they grow tomatoes, potatoes and flowers in their garden. They have their own potting shed and learn to care for plants. The management team has plans to develop this area further, making the outdoor space a more natural environment in which for children to learn.

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:

- create clearer intentions for children's learning, to help refine the curriculum which informs staff planning and implementation
- support staff to allow children the time they need to share their answers to questions and their thoughts more consistently, to develop their communication skills even further.

Setting details

Unique reference number	EY294432
Local authority	Hampshire
Inspection number	10308167
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	2 to 4
Total number of places	40
Number of children on roll	51
Name of registered person	Brighton Hill Pre-School Committee
Registered person unique reference number	RP525043
Telephone number	01256 844010
Date of previous inspection	13 March 2018

Information about this early years setting

Brighton Hill Pre-School registered in 1974. The pre-school operates in Brighton Hill, Basingstoke, Hampshire. The pre-school opens on weekdays, from 9.15am until 4.15pm, during school term times. Children can attend for a variety of sessions or for the whole day. The committee employs a manager and seven members of staff to work with the children. Of these, six hold appropriate qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Charlotte Foster

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the pre-school.
- The inspector assessed staff's understanding of keeping children safe.
- The inspector observed the quality of education being provided and assessed the impact 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.

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 2024