

# Inspection of Hanham Toddlers Preschool

Hanham Methodist Church, Chapel Road, Hanham, BRISTOL BS15 8SD

---

Inspection date: 25 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children learn through a meaningful and well-sequenced curriculum. Staff provide varied experiences for children and specifically tailor them to meet their individual needs. They develop children's literacy skills superbly as they provide simple instruction leaflets showing children how to make coloured 'potions'. Younger children show deep focus, fascination and curiosity as they add ingredients, watching in wonder when their potions change colour. Staff plan activities that coherently extend and facilitate children's learning and progression. For example, staff introduce real tools and support children to hammer pegs into fruit to develop children's hand-eye coordination. Staff extend this well, and children engage for long periods of time as they then carefully hammer small nails into pieces of wood. Staff ensure that children are aware of safety. All children, including children with special educational needs and/or disabilities (SEND), are challenged in their learning and make excellent progress.

Attentive, caring and passionate staff support children well, meaning that children feel safe, secure and valued. Managers and staff have high expectations for all children and gently encourage children to be kind and caring. Staff securely embed routines and boundaries, and as a result, children's transitions between activities are seamless. Children have a strong sense of belonging and confidence, supporting their well-being. Children immediately respond to instructions and show respectful behaviour, such as listening, taking turns and helping their peers. For example, older children help each other when doing their zips up. They are extremely well mannered and helpful.

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

- Staff use detailed information collected from their home visits and observations to inform children's starting points. They know exactly what they want children to achieve, ready for the next stage in their development. The environment is meticulously planned to embed learning. Children develop a love of books and can retell simple sentences. For example, younger children revisit 'Jack and the Beanstalk' when digging in soil and recall, 'I'm digging for beans, when I wake up there's a beanstalk.'
- Staff use their expert knowledge to challenge children in their learning. For example, staff have implemented a fundamental movement programme aimed at older children, supporting their physical development. Staff have adapted this for younger children to access, recognising the importance of sequencing children's learning. As a result, children begin to develop and build their physical skills more precisely from a young age.
- Staff use opportunities well to introduce various aspects of learning. Older children enjoy a game of 'What's the time Mr Wolf?' and begin to understand the

concept of time. Staff support children's mathematical skills when using language such as 'one more', and they enhance children's communication as they introduce new vocabulary, such as 'twist' and 'stretch'.

- Managers encourage staff to share their passions and expertise with the children, introducing them to an even wider range of rich experiences. This has resulted in staff supporting children's emotional well-being superbly. For example, staff who are trained in forest school run a programme where children enjoy various small-group activities. Children build bug houses and make miniature gardens, and staff notice quick progression in children's self-confidence and relationship building.
- Managers and staff demonstrate a strong commitment to working in partnership with parents. Parents notice their children's 'new-found knowledge', particularly surrounding nature, and they comment on how the use of the outdoors really supports their learning. Parents value the 'community' feel the managers have created and the long-serving staff team.
- The special educational needs coordinator (SENCo) provides excellent support for children with SEND. She is highly experienced and passionate about improving outcomes for all children. She works closely alongside staff, parents and other professionals. Staff have received specific training on SEND and have implemented strategies such as Makaton signing and visual aids to further support children to reach specific learning targets.
- Managers have an excellent oversight of the provision and closely monitor children's development. They value and show high levels of respect for staff and their well-being. This helps to motivate staff in sharing new and innovative ideas they gather from training, inspiring each other to excel in their work with children. Children achieve the best possible outcomes in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	2663190
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10332962
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	140
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Hanham Toddlers Preschool CIO
<b>Registered person unique reference number</b>	2663189
<b>Telephone number</b>	0117 9082406
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hanham Toddlers Preschool operates within Hanham Methodist Church in Bristol. It operates Monday to Friday, between 8.45am and 2.55pm. There are 24 staff, of which four hold an early years qualification at level 6, one at level 4 and 13 at level 3. Furthermore, three staff hold early years qualifications at level 2, and three staff are unqualified. The provider is in receipt of funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Chelsea Woollard

## 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.
- Managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with management about the leadership and management of the setting.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024