

Inspection of Hampton Magna Preschool

Community Centre, Field Barn Road, Hampton Magna, WARWICK CV35 8RT

Inspection date: 18 April 2024

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

At this pre-school, children arrive enthusiastic and eager to learn, right from the beginning of their day. They are self-motivated and take pride in their accomplishments, often focusing on their chosen activities. This can be attributed to the kind and affectionate demeanour of staff, who provide meaningful recognition for children's efforts. Staff's warm and supportive approach creates a nurturing environment that fosters positive behaviour among children.

Children enjoy playing in an outdoor space. Staff ensure that this space is well planned to promote learning across all areas of the early years foundation stage. Children engage in various activities that help them develop good handling skills, such as scooping sand and using pipettes to fill buckets. They relax in a wooden teepee while reading books, and practise using their large muscles to ride tricycles and push bikes. Children engage in mark-making activities and enjoy hunting for minibeasts.

Leaders are committed to providing an ambitious curriculum for all children. Staff carefully plan and organise challenging activities based on children's interests and their developmental stages. The environment is thoughtfully designed to maximise and sequence children's learning. Consequently, children make good progress, and their behaviour in the pre-school is commendable.

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

- Leadership in the pre-school is effective. Leaders work hard to provide the best experiences for all children and prepare them well for their next stage of education. They focus on enhancing staff's knowledge in different areas, and their understanding of how children learn. Leaders monitor staff effectively to maintain the quality of education and ensure that the curriculum is implemented as intended. However, in some areas, fostering children's independence is yet to be fully implemented. For example, staff put on coats for children when they go outside, instead of encouraging them to do it independently. This does not consistently support children's developing independence.
- Staff promote children's communication and language skills well. They engage children in genuine conversations and introduce new words that extend children's knowledge. Staff ask open-ended questions that can encourage children to think and reflect. However, at times, staff do not provide enough time for children to answer their questions before they immediately offer answers themselves. For example, staff do not allow children enough time to think and respond when they ask how many butterflies they saw. This does not help children to develop their critical thinking skills and lead their learning.
- Staff have devised a creative solution to ensure children's transitions during

routine activities are safe and well organised and teach children healthy habits. For example, staff sing a personalised song for each child to call them to wash their hands before snack time. This helps to ensure that children wash their hands safely and learn positive care practices that have an impact on their confidence, physical health and emotional well-being.

- Leaders act with integrity and prioritise providing early education opportunities for all children, including children with special educational needs and/or disabilities (SEND). They proactively identify and remove barriers that may prevent children with SEND from accessing early education, for example by making prompt referrals to specialised institutions. Additionally, leaders ensure that staff have access to additional training and utilise additional funding to cater for the individual needs of children with SEND. As a result, all children make a good progress in their education.
- The partnership between parents and the pre-school is effective. Prior to children's starting date, staff arrange brief meetings with parents to discuss any specific requirements and routines. Parents can view and comment on the observations and photos regularly shared by staff. They appreciate the nurturing relationships staff build with their children, which results in smooth transitions. Parents feel well-informed about their children's progress. They value the sense of community and the events on offer to promote their involvement in pre-school life.

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:

- help staff to support children to develop and practise their independence
- provide children with more time to process questions and solve problems for themselves.

Setting details

Unique reference number	200607
Local authority	Warwickshire
Inspection number	10335240
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	43
Name of registered person	Hampton Magna Pre School Committee
Registered person unique reference number	RP905344
Telephone number	07702074461
Date of previous inspection	8 June 2018

Information about this early years setting

Hampton Magna Preschool registered in 1985. The pre-school is open Mondays, Wednesdays, Thursdays and Fridays from 8.30am to 4pm, during school term time only. The pre-school employs seven members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The manager holds a level 6 qualification. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Makowska

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.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector spoke to several parents during the inspection and took account of their views.

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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