

Inspection of Littleton Pre-school

The Hall Way, Littleton, WINCHESTER, Hampshire SO22 6QL

Inspection date: 13 March 2024

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

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in leadership and management at the pre-school affect children's safety and well-being.

However, children arrive happily and separate from their parents with ease. They find their names and peg them on the rack in the main playroom and find an activity to take part in. Staff help children to settle and focus on their happiness.

Staff set up activities, including construction and writing areas. Children freely access the available resources. However, these do not link to next steps in the children's development.

Children have a good understanding of routines. For example, they know they must put their shoes under their chairs at group time. They also return their cups and plates to the trolley after snack.

Children have access to fresh air and exercise. They hold on to hoops and walk to the nearby mounds in the open area. Staff play games where children roll down the hills. However, staff do not complete checks prior to this to ensure that the area is safe.

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

- Designated safeguarding leads do not have a secure understanding of the procedures to follow if they have concerns about adults working with children. Committee members have not had checks completed to ensure their suitability. This does not safeguard children and has an impact on their personal development.
- The committee does not have effective oversight of the pre-school. Although supervision takes place, this does not result in support or sustained improvement to the provision. Consequently, leadership and management are poor.
- Management and staff do not implement effective health and safety procedures to protect children. For example, bananas are not always cut appropriately to prevent choking. Children are not consistently reminded of safety rules, such as walking in the building or carrying scissors safely. This does not create a safe environment for children.
- Although staff have identified that some children's development is not where it should be, referrals are not always made. In addition, staff do not put in place targeted plans to help the children progress. This does not ensure that children receive the support they need at the earliest opportunity.
- Although the manager and staff know that children attend other settings, they

do not always make contact with them or follow up if they receive no response. This does not ensure that the setting is safe and efficiently managed, and the needs of all children are met.

- The manager does not have a secure understanding of how to plan a broad and balanced curriculum that meets the needs of all children, including those with special educational needs and/or disabilities (SEND). Although staff provide a variety of activities and resources, these are not planned carefully enough to build on children's existing knowledge and skills. As a result, children do not make the progress they are capable of.
- Staff do not consistently create an inclusive culture that is responsive to children's needs. For example, during some adult-led activities, staff do not include all of the children who want to join and show an interest in the play. At times, children ask repeatedly for a turn but are not invited to have one. This leaves children discouraged and does not motivate them to learn.
- Children help staff set the tables for meals. They excitedly announce to the group that it is time for snack. This helps to develop their confidence and independence. Children understand the need to wash their hands before snack time. They competently use the portable water dispenser complete with integrated soap. This helps children to understand the importance of healthy lifestyles.
- Parents have positive relationships with staff and comment that they are nurturing. The manager and staff update the online platform with children's significant achievements. However, staff do not ensure that all parents are aware of their children's planned next steps in their development. This does not help parents to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the designated safeguarding leads have sufficient knowledge and understanding of the safeguarding procedures and are able to fulfil their role	27/03/2024

ensure that Ofsted is provided with the necessary information to carry out suitability checks on all members of the registered body	27/03/2024
ensure that the committee has sufficient oversight of the provision and provides appropriate support to managers and staff	27/03/2024
implement robust arrangements for risk assessment so that children are not exposed to risks	10/04/2024
develop knowledge and understanding of how to access sources of support, advice and assessment for children with SEND, in order to take swift action where appropriate and ensure that all children make the best possible progress	27/03/2024
develop partnership working with other settings that children attend, to support continuity and consistency in children's learning	27/03/2024
improve planning and assessment to ensure that children's next steps in their development are precise and teaching meets the needs of all children.	27/03/2024

Setting details

Unique reference number	511090
Local authority	Hampshire
Inspection number	10317280
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	26
Number of children on roll	21
Name of registered person	Littleton Pre-School Playgroup Committee
Registered person unique reference number	RP524469
Telephone number	07765 916 006
Date of previous inspection	16 May 2018

Information about this early years setting

Littleton Pre-school registered in 1992. It operates from Littleton Memorial Hall in Littleton, near Winchester. The pre-school opens during term time. It operates Monday, Wednesday and Thursday from 8.30am to 3pm and Friday from 9am to 12.15pm. The pre-school employs five members of staff, four of whom have relevant early years qualifications at level 3 and above. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Lindsay Osman

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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