

Inspection of Waltham Chase Preschool

Waltham Chase Village Hall, Winchester Road, Waltham Chase, SOUTHAMPTON
SO32 2LX

Inspection date: 5 September 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children arrive confidently and happily. They are warmly welcomed by the friendly and attentive staff, who provide a safe and nurturing environment for children. This helps them to settle quickly and to feel safe. Staff are good role models. They really care about children and show concern for their well-being. They encourage children to share their emotions. For example, children independently find their photograph and place it on the colour monster which matches their emotion. This helps children to feel valued and accepted.

The provider has high ambitions for children's learning and development. They provide an inclusive curriculum for them, specifically children with special educational needs and/or disabilities (SEND). Staff provide a strong focus on identifying children who may need extra support and ensuring referrals are made to other professionals in a timely manner. This helps to ensure that children with SEND make good progress in their learning and development.

Children are curious and love to explore. They develop an interest and respect for nature and the environment. Staff teach children how to grow plants from seed, which supports their understanding of growth and new life. Furthermore, they encourage children to take care of wildlife, such as snails. These activities help to enhance their knowledge and understanding of the world and support them to show empathy and kindness.

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

- The provider has a clear vision for the preschool. They are dedicated to ensuring that the pre-school is inclusive for all children. They recognise the importance of children accessing fresh air and exercise. For instance, through fundraising, they were able to purchase canopies which enable children to access the outdoor area in all weathers. This helps to support children's physical development.
- The provider understands the importance of staff well-being and professional development. They provide staff with lots of support through regular meetings and mandatory training. However, the provider does not ensure coaching and training opportunities are effective in enabling staff to build and expand on what children already know. For example, at times during child initiated play, staff do not always fully use opportunities to further extend children's knowledge and understanding. This means that not all children have access to quality interactions that fully support their learning'.
- Staff understand that children do not always have the same opportunities, such as visiting areas in the local environment. They take children on regular outings, such as trips on the bus, bakeries and palace ruins. Furthermore, they invite members of the community and parents to attend the preschool on open days

and during mobile farm events. These experiences help to teach children about the local community.

- Staff establish effective partnerships with parents. They find out what children know and can do when starting and update parents regularly with children's next steps in learning. This provides continuity of care for children. Parents comment that children are happy and make good progress. Additionally, parents are encouraged to attend celebrations, such as Easter bonnet parades and Christmas shows. This helps parents to feel included.
- Overall, children behave well. Staff model respectful behaviour and remind children of the rules and procedures. For example, during changes in activities, children are encouraged to tidy up the toys. Additionally, staff remind children to use their good manners, such as please and thank you. This supports children to know what is expected of them.
- Staff provide a strong focus on helping children to lead healthy lifestyles. Children learn about good oral hygiene through visits from 'healthy heroes'. They consume fresh fruit and vegetables that they have grown from seed. This teaches children where healthy food comes from. Staff provide daily opportunities for children to develop their physical skills. For instance, they build core muscle strength while using the rope swings and strengthen their finger muscles as they squeeze and manipulate dough. This helps children to develop the skills that promote future writing.
- Staff provide daily opportunities to help children develop their independence skills. They encourage children to use the toilet, wash their hands and wipe their noses. Additionally, staff encourage them to wash and dry their plates and cups after mealtimes. This helps children develop self-care skills.
- Children are supported to develop good communication and language skills. Staff consistently engage children in conversation and encourage social interaction during play. Additionally, they consistently read stories to children and encourage them to choose a book and interact during story time. This helps children to develop skills in literacy.

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:

- provide staff with the knowledge and skills they need to delivery consistently high quality interactions that focus precisely on what children need to learn next.

Setting details

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| Unique reference number | 2673809 |
| Local authority | Hampshire |
| Inspection number | 10355500 |
| 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 | 26 |
| Number of children on roll | 18 |
| Name of registered person | Waltham Chase Pre-School |
| Registered person unique reference number | 2673807 |
| Telephone number | 07913640795 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Waltham Chase Preschool registered in 2022 and is located in Waltham Chase, Southampton. It operates Monday to Friday, from 8.30am to 3pm, during school term times only. There are eight members of staff; one holds QTS; one holds an appropriate qualification at level 4, and five hold level 3 qualifications. The nursery provides funded places for children aged two to four years.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the preschool 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 preschool.
- The provider showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to children during the inspection.
- The provider provided the inspector with a sample of key documentation on request.
- Parents shared their views of the preschool with the inspector.

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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