

Inspection of Broughton Pre School

Broughton Infant and Primary School, Broughton, Stockbridge, Hampshire SO20 8AN

Inspection date: 27 January 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide a warm and welcoming environment. Children happily enter the setting and independently put their belongings away. Staff encourage children to self-register by expressing their emotions. For example, children put their name in the feeling bags labelled happy, sad, calm, scared or angry. If children express sadness, staff are quick to provide support. For instance, staff play alongside them, give them a cuddle and listen to them while they explain why. Children's personal development is strong.

All staff have high expectations for children's learning and development. They follow an ambitious curriculum which they carefully plan for together. Each half-term they plan with specific focuses in mind based on a book, celebration or interest. Staff challenge children to further develop their skills. They extend children's knowledge, provide further challenge and encourage problem solving. For example, children use tweezers to move objects from one container to another. Staff then support children to time how long it would take them to complete. Children then repeat the activity to see if they could do it faster than before. Children have a wealth of opportunities to develop their skills.

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

- Leaders support staff effectively at the setting. Staff have opportunities to expand on their professional development, such as by attending relevant training to strengthen their teaching. For example, staff attend training to help them understand development, encourage exploratory and imaginative play, and support children's communication and language. Staff meet regularly to plan for the children and to stay up to date on safeguarding matters. The staff work extremely well as a team, supporting each other and communicating well. They reflect on their practice and have high standards of teaching. All staff are enthusiastic and love working at this pre-school.
- Children enjoy their time at the setting. They demonstrate a love for learning, which staff promote. For example, they happily play alongside each other, taking turns and accessing activities at their own desire. Generally, children behave well, and older children show they understand the class rules. However, at times, staff do not support all children fully effectively to understand the impact their behaviour has on others. For example, although staff sometimes remind children to be kind and show respect, this is not consistent. This does not help all children gain a secure understanding of the importance of positive behaviour.
- Communication and language skills are strong. Staff understand the importance communication and language has on all areas of development. Children learn new words, such as 'danger', 'fragile' and 'fierce' while learning about animals from around the world. Staff encourage children to play alongside each other,

using their language skills to do this. For example, children play a game together where they have to describe the position of animals. Children explain to their peers what the animal is doing in the picture and use the props to copy this. For instance, children explain that the fox is on top of the log. Children have good social skills and they communicate well.

- Staff teach children about different cultures in a range of ways. Children have access to multicultural toys and equipment, including foods. The setting has a partnership with a school in Uganda. They have been comparing toys from both settings. For example, children learned that children in Uganda make their own toys, such as footballs. They have also explored music from all over the world. The provider involves families in their child's learning. For example, parents share photos of holidays and traditions through an online system. Children's knowledge about the world around them is growing.
- Staff are aware of children's needs and meet these needs with ease. Children with special educational needs and/or disabilities are supported and progressing well. Staff carry out different tasks to ensure all children achieve. Children learn through copying staff and repeating activities. For instance, children can now retell their favourite story whilst using Makaton. All children get equal opportunities to succeed in their learning and progress well in their development.
- Transitions are very smooth. Children settle quickly and build strong bonds with their key person. The staff work with schools to ensure a smooth transition from the pre-school. Staff listen to feedback from those schools to adapt their teaching. For example, they have learned that children have been struggling to hold a pencil when they start school, so staff plan activities to strengthen children's hands. For example, they have focused on activities where children use one handed tools and manipulate materials. This helps develop children's skills ready for the next stage of their learning.
- Staff have great relationships with children's families. Parents feel supported and praise the forms of communication. Parents find the staff approachable and admire the hard work they put in to care for their children.

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:

- support staff to develop a fully consistent approach to managing behaviour, so that children understand the impact their behaviour has on others.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | 109890 |
| Local authority | Hampshire |
| Inspection number | 10372192 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 20 |
| Number of children on roll | 23 |
| Name of registered person | Broughton Pre-School Committee |
| Registered person unique reference number | RP905203 |
| Telephone number | 07931914238 |
| Date of previous inspection | 4 April 2019 |

Information about this early years setting

Broughton Pre School registered in 2000 and operates from a purpose-built lodge in the grounds of Broughton Village Primary School, Hampshire. The pre-school is run by a parent management committee. It is open from 8.45am to 3.30pm Monday to Thursday, during term time. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It employs four staff. Of these, two hold a qualification at level 4 and two at level 3.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 manager and the inspector carried out a joint observation during group time.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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 2025