

Inspection of Red Barn Community Preschool

Red Barn Cp School, Linden Lea, FAREHAM, Hampshire PO16 8HJ

Inspection date: 22 May 2025

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

Children arrive confidently and find their names to self-register. Staff greet them kindly and ask what they would like to play with. Children appear to feel safe as they settle happily into the environment. They talk to staff about their new siblings and discuss their family holidays. Children build meaningful relationships with their key person.

Staff have high expectations for children's behaviour. They explain rules consistently, such as reminding children to use 'walking feet' inside. Children demonstrate a good understanding of the rules and why they are in place. Staff also promote children's ability to manage disagreements with friends. For example, they discuss the importance of sharing toys and provide children with support to resolve conflicts. Children learn how to play fairly and respectfully with one another.

Leaders implement a curriculum that encourages children to learn through exploration. For example, children play imaginatively with resources such as pine cones and flowers. Children also explore with role play as they dress up and re-enact real-life experiences, such as cooking meals and putting on their sun cream. Children follow their interests as they play joyfully with their peers.

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

- Children have plenty of opportunities to develop the muscles in their hands, ready for early writing. They explore with play dough and staff encourage them to 'squeeze' and 'push' it as they try hard to make shapes. Staff also model how to use different tools, such as rolling pins and cutters. Furthermore, children explore with chalks on blackboards in the outdoor play space. They draw pictures of themselves and staff offer them plenty of praise for their achievements.
- Staff teach children interesting information about nature. For example, children learn about the life cycle of a caterpillar. Staff provide them with language such as 'chrysalis' and 'antennae' as they discuss butterflies. Children communicate with confidence about what they know about other creatures. For example, they have conversations with staff about how bees make honey. Children gain strong language skills and accurately articulate what they have learned and can remember.
- Overall, children benefit well from an ambitious and sequenced curriculum. Occasionally, the implementation of the mathematics curriculum is less strong. For example, although leaders intend for children to recognise numbers, staff do not consistently use interactions to develop this area of learning. This means that children's knowledge of mathematical concepts is not consistently extended.
- Staff recognise the importance of building partnerships with professionals

involved in children's care. However, they have not developed consistent communication with other settings that children attend in order to regularly share information about children's progress. This means that children do not consistently benefit from a shared approach to their education.

- Children are active in their play as they learn how to move their bodies. They giggle with joy as they play on bicycles and balance on scooters. Children climb confidently and kick large balls to one another. Staff extend children's physical skills as they encourage them to dig with large shovels in the allotment. Children demonstrate control and accuracy as they make holes for planting. Children are engaged and confident in their learning.
- Staff build on children's experiences. They work with families to introduce children to different festivals that their friends celebrate at home. For example, children learn about National Barbados Day and experience different foods and traditions. This aims to promote children's curiosity and increase their understanding of diversity within the community. Children begin to learn about differences and similarities between themselves and others.
- Leaders have a good oversight of their provision. They proactively review the quality of education provided at the setting and provide staff with targeted training. Staff explain that they have regular supervision sessions that contribute positively to their well-being. Staff feel supported and valued in their roles.

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:

- develop the implementation of the mathematics curriculum to increase children's understanding of mathematical concepts
- build partnerships with other settings that children attend to further promote a shared approach to their learning.

Setting details

Unique reference number	507811
Local authority	Hampshire
Inspection number	10398337
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	50
Name of registered person	The Red Barn Community Playgroup Committee
Registered person unique reference number	RP524748
Telephone number	01329 280 900
Date of previous inspection	16 October 2019

Information about this early years setting

Red Barn Community Preschool registered in 1994 and is situated in Red Barn Primary School in the residential area of Portchester, north west of the city of Portsmouth. It is open Monday to Friday from 8am to 4pm, during school terms. The committee employs a manager and six staff, all of whom have early years qualifications from level 3 to level 6. The pre-school provides government-funded early education for eligible children between the ages of two and four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The deputy manager and the 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The manager and the inspector completed a joint observation of group activities.

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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