

Inspection of Hart Plain Church Pre-School

59 Hart Plain Avenue, Cowplain, Waterlooville, Hampshire PO8 8RG

Inspection date: 12 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children eagerly enter the pre-school and are warmly greeted by staff. They settle in swiftly, keen to explore the resources and activities that staff provide for them. Children benefit from being in the care of attentive staff who know them well. Staff plan activities and opportunities that engage children and support their learning. For instance, children are fascinated by music and benefit from hearing a visitor playing a clarinet. They are curious learners and ask many questions. Children are motivated to join in.

Children are busy and engaged as they play and learn. Staff offer good support to help children understand their emotions, and how to manage these. For example, a regulation zone is inviting and helps children understand their feelings if they become overwhelmed. Children behave well. They are confident to ask for help and reassurance when needed. Staff provide effective support for children's emotional well-being.

Across the pre-school, staff offer children the support and teaching they need to develop skills for later learning. Children learn to take turns, for instance, when playing games, and to listen to stories. They show a 'can-do' attitude towards everything staff offer at the pre-school.

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

- The manager and her staff team have a clear understanding of the skills they want children to learn. Their curriculum is finely tuned to meet the needs of children who attend the setting. It builds on what children already know and can do. This allows staff to focus on providing effective support for children's learning where they need it the most.
- Children benefit from high levels of support for their communication skills. Staff introduce children to new words as they play, adding in descriptive words such as 'grubby' fire trucks. Staff skilfully add in teaching for children, providing them with simple explanations. For instance, children learn the difference between mittens and gloves, and turtles and tortoises. They hear many words from staff, who are positive role models for children's developing speech.
- Staff provide effective support for children's developing social skills. For example, at circle time, staff help children to learn the names of their friends, and the staff. Younger children benefit from playing and eating alongside older children. This helps all children build relationships in the setting.
- Children take part in many planned and purposeful activities to help them develop their listening and attention skills. 'What's in the box?', for example, is a highly engaging session and children sit spellbound, paying close attention. This helps them to develop focus and attention in readiness to move on to the next

stage in their education.

- Staff use children's interests to stimulate their learning. For instance, bug hunts outdoors provide staff with opportunities to add in counting, teaching children about early mathematical concepts. However, occasionally, staff do not fully support all children's learning effectively. At times, staff deployment does not take into account those quieter and self-contained children. This means they miss out on having the same number of good quality interactions from staff.
- Children show they feel safe in the staff's care. They are resilient and keep on trying, such as when constructing with shapes outdoors. Children demonstrate that they are proud of their achievements. At times, though, staff do not consider how to fully support children to solve problems and think of their own ideas. Occasionally, staff offer limited support for the development of children's imagination and thinking skills.
- The pre-school committee works closely with the manager to reflect on the quality of teaching and what staff offer to children. There are clear development plans in place to continue to develop and improve the setting. Staff benefit from regular professional development opportunities. These help staff to raise the quality of care and education that children receive.
- Parents comment favourably about the care that their children benefit from at the pre-school and the effective communication from staff. Additionally, staff build positive partnerships with other professionals involved with children's care. This supports good levels of continuity for 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:

- improve deployment of staff to help them make the most of all opportunities to build on all children's learning
- support staff to give children sufficient time to think and explore problems before offering solutions.

Setting details

Unique reference number	110111
Local authority	Hampshire
Inspection number	10311968
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	46
Number of children on roll	30
Name of registered person	Hart Plain Church Pre School Committee
Registered person unique reference number	RP517963
Telephone number	023 92254452
Date of previous inspection	17 April 2018

Information about this early years setting

Hart Plain Church Pre-School opened in 1968 and registered in 1993. It operates from a church hall in Waterlooville, Hampshire. The provision is run by a committee. The pre-school is open every weekday from 8am to 4pm, during term time only. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children. A total of seven members of staff work directly with the children, five of whom are qualified at level 3 and above.

Information about this inspection

Inspector

Emma Dean

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to the staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- A meeting was held between the inspector and manager. The inspector looked at relevant documentation and saw evidence of suitability of staff.
- Parents shared their views of the setting 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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