

Inspection of Harefield Community Pre-School

Harefield Primary School, Yeovil Chase, Southampton, Hampshire SO18 5NZ

Inspection date: 5 June 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and inclusive pre-school. Staff create an environment that is inviting and captures children's interests from the moment they arrive. For example, fun and enthusiastic staff encourage children to participate in physical activities to wake up their bodies and minds. Children joyfully move in a range of ways, such as stretching up high, shaking their arms and jumping up and down, before engaging in breathing exercises to calm and relax. This helps children to release their energy and be ready to learn. Staff are excellent role models, teaching children how to express their emotions and the importance of mutual respect. Children behave extremely well and play harmoniously with their friends, sharing resources and taking turns.

Staff plan a broad curriculum that supports children's interests. They consider topics to run alongside the activities they provide. For example, children enjoy learning about safety and people who help us. They recall important facts about 'stranger danger' and know what to do in emergency situations. These opportunities support children's growing understanding of keeping themselves safe. Staff know all children well, including their individual needs and their different learning styles. This supports all children, including those with special educational needs and/or disabilities (SEND), to make good progress from their starting points.

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

- The management team are committed and passionate about providing high-quality care and education for all children. For example, they organise regular team meetings to involve staff in the planning and priorities for the curriculum. This means that staff have a clear understanding of how to enhance and extend children's learning. Staff carry out regular observations and assessments of children and know what they want them to learn next. As a result, the quality of teaching is strong, and children make the progress they are capable of.
- The support for children with SEND is very strong. Staff work in close partnership with parents and other professionals to put targeted support in place at the earliest opportunity. Staff are consistent in ensuring that each child's individual needs are considered in the organisation of routines and activities. Additional funding is used wisely for intended children to meet their individual needs and prepare them for future learning.
- The management team are dedicated to support staff's well-being and continued professional development. For example, they carry out regular and effective supervision sessions, with a focus on continuous improvement and training opportunities. Staff are extremely dedicated in their roles and feel well supported. This creates a very happy and positive environment, in which children flourish.

- Staff support children's speech and communication skills exceptionally well. For example, they engage in back-and-forth conversations with children as they play, providing rich and descriptive language. In addition, staff use many different communication strategies alongside speech, such as visual aids and basic sign language. This helps to ensure every child has a voice and supports all children to become confident communicators.
- Staff support children to develop their independence through daily routines, such as tidying away their toys, washing their hands before mealtimes and pouring their own drinks. Overall, transitions between activities run smoothly. However, the lunchtime routine is not as well organised. For example, staff are sometimes busy with other tasks, such as tidying away and setting up activities. This means that, during these times, staff are not able to give children the level of attention they need.
- Staff very successfully support children to develop a love of books. For example, they read books to children throughout the day, pausing and discussing what they see. Children share their impressive knowledge as they discuss that the illustrator draws the pictures, and the author writes the words. Staff skilfully extend children's interests in books by encouraging them to recall the stories they know, as they draw with chalks.
- Overall, partnerships with parents are good. Parents report positively about the progress their children make and praise the 'amazing' staff team. Staff keep parents updated about their child's day and what they have been doing, through daily discussions and on an online platform. However, not all parents are aware of their children's next steps in learning. This means that they are not able to continue their children's learning at home.

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 further the lunchtime transitions to ensure that routines are well structured and consistently meet the needs of all children
- build on partnerships with parents to share children's next steps in learning, to support them to continue their children's learning at home.

Setting details

Unique reference number	EY233403
Local authority	Southampton
Inspection number	10388414
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	2 to 4
Total number of places	52
Number of children on roll	41
Name of registered person	Harefield Community Pre-School Committee
Registered person unique reference number	RP905252
Telephone number	02380 471134
Date of previous inspection	10 July 2019

Information about this early years setting

Harefield Community Pre-School registered in 2002 and is located in the grounds of Harefield Primary School, in Southampton. It is open Monday to Thursday from 8.30am to 3pm and Friday 08:30am to 11:30am, during school term time. The pre-school receives funding for early education for two-, three- and four-year-old children. The committee employs 11 members of staff, 10 of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation of a group activity.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the pre-school 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.

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