

Inspection of Hayling Community Pre-School

Mengham Infant School, St Mary's Road, Hayling Island, Hampshire PO11 9DD

Inspection date: 22 May 2024

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 are happy and settled at this pre-school. Staff warmly welcome each child as they arrive, supporting them to hang up their own belongings. The responsive staff delve into conversations with children about things of personal significance as they get ready to start their day. Staff thoughtfully plan the environment and activities to capture children's ever-changing interests and promote their ongoing learning. Children are quick to immerse themselves in a variety of activities and play experiences. They delight in the freedom to access the outdoor provision, where staff continue to fully consider their learning and how to elevate children's physical play opportunities. These experiences support children to sustain interest in their play and be motivated to learn.

Staff recognise the importance of supporting children's emotional well-being. They know children's uniqueness particularly well. Staff ensure children receive personalised care and learning, including children with special educational needs and/or disabilities. Children seek staff out to join in their play, share their achievements and for support when necessary. Staff are nurturing and responsive. This helps children to feel safe and valued, building confidence in their social skills. Furthermore, staff are positive role models for children. This contributes to children's positive attitudes to learning, as well as the kind, inclusive relationships they are building with friends.

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

- Communication and language are a fundamental focus for the curriculum. Staff provide high-quality, purposeful interactions that are age- and stage-appropriate. Younger children and those who require additional support have opportunities to hear repetitive, clearly spoken words as staff successfully narrate their play. Older children relish in meaningful back-and-forth conversations. These are positively extended by staff. For instance, staff introduce new words such as 'stems' and 'roots' as children learn about their growing beans. Staff give clear explanations as to what these new words mean. This helps children make in-the-moment connections in their learning, broadening their spoken vocabulary.
- The staff carefully plan and provide a broad and well-balanced curriculum. They skilfully intertwine all seven areas of learning through daily play experiences on offer. They plan precisely for all children's individual next steps in their learning. They know what skills children have already learned, and what they want to teach them next and why. However, sometimes, staff do not notice when quieter children are not fully engaged in the varied learning experiences on offer. At these times, children do not benefit from the intended learning.
- Generally, staff promote and support children's behaviour well. They model kind behaviour and good manners. Staff calmly give explanations as to why they

have asked children not to do something. This broadens children's own understanding to keep safe. Children listen and are responsive to staff's instructions. In addition, children who at times struggle to self-regulate and understand their own emotions are well supported by staff, who understand children's individual needs and personalities. However, on occasion, some minor disagreements between children go unnoticed by staff. This sometimes causes children to leave activities. This means children do not always receive the support they need to resolve their conflicts, learning right from wrong. Despite this, generally, children's behaviour is good.

- Children's independence is well promoted by staff. For example, children have opportunities to self-select their own fruits and pour their own drinks for snack. They show pride as they are given the responsibility to wash up their own bowls and cups when they have finished. Staff give children encouragement and praise when they have completed these tasks. This helps prepare children for future life skills and develops their own self-confidence.
- Staff understand the importance of allowing children to manage risks and problem-solve. For instance, children persevere and show determination as they work together to position and climb child-sized ladders. They use their imaginations as they become construction workers. Staff oversee this, providing encouragement and, when needed, posing thought-provoking questions to ensure children consider how to do things safely. This supports children to begin to learn about keeping themselves and others safe.
- Managers and staff recognise the importance of developing positive relationships with families. They work hard to be a supportive part of the local community. Parents speak warmly of the care and education their children receive, and they value the nurturing staff.

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:

- enhance the support for staff to recognise when individual children would benefit from more interaction and encouragement to take part in activities
- support staff to consistently implement strategies to fully support children's behaviour and their growing understanding of rules and boundaries.

Setting details

Unique reference number	110184
Local authority	Hampshire
Inspection number	10348717
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	30
Number of children on roll	54
Name of registered person	Hayling Community Pre-School Committee
Registered person unique reference number	RP909842
Telephone number	023 9246 6222
Date of previous inspection	1 November 2018

Information about this early years setting

Hayling Community Pre-School registered in 1985. It is located in Hayling Island, Hampshire, in the grounds of Mengham Infant School. The pre-school is open from 8.30am to 4pm, Monday to Friday. It operates term time only. The provider employs 10 staff, of whom nine hold appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Moir

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 that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector observed the interactions between the staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- Parents shared their views on 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.

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