

Inspection of Swanmore Pre-School

Church Road, Swanmore, Southampton, Hampshire SO32 2PA

Inspection date: 27 June 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

Staff consistently help children to develop a love of reading and books. Children sit enthralled when adults read stories to them with energy and passion. Staff ask children thought-provoking questions about these stories. This helps children to think in more detail about the characters. In addition, staff support children to borrow books from the pre-school 'library'. Children talk to staff about the stories they choose, investigating the pages happily together.

Adults gently encourage children to solve problems. For instance, staff support children to work together to complete a variety of puzzles. They ask children to discuss the safest way to ride scooters and give children the language they need to ask for help. This develops children's critical thinking skills and builds on the secure relationships they have with staff.

Staff have created an inclusive learning environment for all children, including children with special educational needs and/or disabilities (SEND). For example, staff engage children's interests outside by growing plants together that are safe to touch and taste. This nurtures children's independence and curiosity. In addition, staff talk to all children about respecting the needs of others. This helps children with different strengths build positive relationships with each other.

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

- Staff provide effective support for those children who are starting school. They find creative ways to help children discuss their feelings about the move, such as by feeding their worries to a 'worry monster'. Staff work collaboratively with the schools that the children will attend. For example, they invite teachers to the setting, share detailed information with them and support children on transition mornings in their new class. Consequently, children talk confidently about their feelings and are well prepared for the move to school.
- Leaders have devised a well-sequenced curriculum that targets every child's learning and development. During planned focus weeks, staff closely observe individual children to gain deeper insight into their experiences. They use this information during frequent staff meetings, to scrutinise the progress each child is making. This helps staff to adapt the curriculum so that children make consistent progress in their individual areas of need.
- Staff collaborate well with parents. They provide regular advice that helps parents support their children to continue to make progress at home. In addition, staff connect parents with specialist professionals to help address children's specific areas of need. As a result, parents report positively on their relationships with staff and feel that their children are making very good progress in their confidence and social skills.

- Staff follow children's interests closely. They ask children frequent questions about what they see and do. However, on occasion, when lots of children are speaking at once, staff do not always recognise that some children miss the information they need to progress. This means that occasionally misconceptions are not identified.
- Staff coordinate events in the local community, such as fundraising Easter egg hunts. Leaders also plan some exploration of different nationalities. For example, they arranged a visit from a French language speaker, and children learn about Chinese New Year and Diwali. However, staff do not consistently provide children with wide opportunities to learn about cultures and communities different to their own. This does not help children prepare for life in modern Britain.
- Leaders have implemented an effective staff development system. Staff regularly attend a variety of courses to broaden their professional skills. Staff share their new knowledge and skills well among the team. Leaders work together with parents, such as by inviting them to attend some training with staff. This helps to raise specialist knowledge among all adults and provide consistency of care between home and the pre-school.
- Staff have high expectations for children with SEND and understand their needs well. For example, staff support children with additional needs to interact positively with their peers. Staff model calm voices, friendly body language and clear facial expressions well. As a result, children with SEND build social confidence and make good progress with their communication skills.

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 staff teaching strategies to help children fully understand new learning during group activities
- extend the curriculum to provide further opportunities for children to learn about cultural diversity and different communities different to their own.

Setting details

Unique reference number	EY419791
Local authority	Hampshire
Inspection number	10399691
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	26
Number of children on roll	39
Name of registered person	Swanmore Pre-School Committee
Registered person unique reference number	RP904011
Telephone number	01489893779
Date of previous inspection	11 December 2019

Information about this early years setting

Swanmore Pre-School registered in 2010. It operates from the grounds of Swanmore Primary School in Swanmore, Hampshire. The pre-school is open from 8.30am to 3.30pm, Monday to Friday, term time only. The provider employs 10 members of staff who all hold childcare qualifications from level 2 to level 6. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

David Watkins

Inspection activities

- 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 spoke to the children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views, including how they support children with SEND.
- The inspector spoke with the nominated individual about the leadership and management of the committee.
- 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.

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