

# Littleton Pre-school

The Hall Way, Littleton, Winchester, Hampshire, SO22 6QL



## Inspection date

16 May 2018

Previous inspection date

9 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The supervisor and committee members are very ambitious for the children. The newly appointed supervisor leads by example. She provides children with the space to think through how to solve the challenges they have set themselves.
- The supervisor uses additional funding very effectively to provide extra help and support to close children's achievement gaps. Staff develop children's early language well, helping children to speak confidently and learn how to listen.
- Key staff know their children's next steps in learning. For example, when young children are making models in play dough, staff ask questions to help their key children challenge themselves to make a model dinosaur.
- Key persons are attentive to the children and develop strong relationships with parents. This helps parents to work in partnership with them to support their children's learning.
- The supervisor has very good links with the local school. School staff come to visit children at pre-school and this helps them to be confident as they transfer to school. Children make good progress and are ready for the next steps in their development.

### It is not yet outstanding because:

- The supervisor has not fully supported all staff to be consistent in their teaching to help children make even better progress.
- All staff do not have a good awareness of each other's key children's learning points to help them engage children in challenging activities.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to build on staff development focused on improving the quality of teaching to help all children make even better progress
- develop effective ways for staff to share details of children's learning intentions for each day.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She discussed self-evaluation, looked at children's learning records, and a range of other documentation.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and committee members spoken to on the day.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

The staff are a very established team. The supervisor and committee are aware of how to conduct a rigorous recruitment programme. The newly appointed supervisor has an excellent knowledge of what she wishes to achieve and keeps herself up to date with recent developments in learning. Her self-evaluation is accurate. The supervisor has strengthened staff supervision, and uses regular discussions and the excellent resource library she has developed to help staff build on their knowledge about the different areas of learning. Staff benefit from a good-quality development programme to help them improve on their practice. The supervisor supports staff well and encourages them to reflect even more carefully on children's needs. Safeguarding is effective. The management and staff are vigilant and recognise signs that children may be at risk of harm. They are clear about their responsibility to report any concerns.

### Quality of teaching, learning and assessment is good

Most staff have a very good understanding of how children learn. For example, staff support children to engage in water play activities and build on their understanding of mathematics. Staff challenge children to extend a water chute to reach the fence and predict which way the water will flow. Overall, the key person develops good-quality relationships with the children and their families, and some parents provide staff with details of significant achievements their children make at home. The supervisor has identified that this practice is not yet routinely established for all children. Staff make good use of the outdoor grounds. Children enjoy collecting bugs and closely observing buttercups and daisies. They develop their imaginations well. For example, they collect sticks to make a pretend campfire.

### Personal development, behaviour and welfare are good

Staff provide children with activities that meet their interests. Children enjoy playing with their friends. Staff help children develop their physical skills. They climb and walk along a balance bar indoors, and learn to climb trees, run, roll down hills and have fun chasing each other outdoors. Children learn how to play together, they take turns and consider others. Younger children learn to listen in whole groups and join in with action rhymes, such as pretending to be an old man marching his soldiers. Older children develop their ability to stop and think about their actions appropriately. Children behave well.

### Outcomes for children are good

Children develop well from high starting points. They learn to write, and they recognise the letters and sounds in their names. Older children recognise numbers up to 15, and younger children learn how to count accurately. They experiment with the balance bar, understand how to make money to extend their shop play, and estimate how much string they need to measure their models. Children concentrate very well. They learn how to build strong bridges to create a path for the animals to get to the party in the castle over the water.

## Setting details

<b>Unique reference number</b>	511090
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1128365
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Littleton Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP524469
<b>Date of previous inspection</b>	9 October 2015
<b>Telephone number</b>	07765 916 006

Littleton Pre-school registered in 1992. It operates from Littleton Memorial Hall in Littleton, near Winchester. The pre-school opens during term time. It operates on Monday, Thursday and Friday from 9am to 12.15pm and on Wednesday from 8.30am to 3pm. The pre-school employs six members of staff, all of whom hold relevant early years qualifications at level 3. The pre-school receives funding to provide free early years education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

