

Inspection of Lymington Centre Pre-School

Lymington Community Centre, New Street, Lymington SO41 9BQ

Inspection date: 5 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and separate from their parents with ease. They are independent and free to make choices in their play from the well-laid-out pre-school environment. For example, children have direct access to the outside area. This allows them to further develop their physical skills, balancing on the stepping stones and riding on the bikes and scooters.

Children learn well, as staff understand how to provide a broad curriculum. This is well planned and successfully builds on children's experiences. For example, they learn how to make their own egg sandwiches. Children had previously visited the shop to buy ingredients. They confidently spread the bread with butter, chop their eggs and cut the cress.

Children behave well and develop positive attitudes to learning. For example, children persevere with a piece of tubing to transport water. They develop problem-solving skills when they work together and with staff to get water from the tap, down the pipe and into the watering can. They show their pleasure when the water fills the watering can, and search to find other containers as the water spills over.

Children enjoy listening to stories and taking part in small group activities. They develop their communication and language skills as they take turns and contribute. All children, including those with special educational needs and/or disabilities (SEND), make good progress.

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

- Leadership and management is good. The manager has a clear vision for the setting and effectively supports staff well-being. Staff receive regular supervision and undertake training to keep their knowledge current. However, staff do not benefit from targeted training to develop their interests and to help to provide an even richer curriculum for the children.
- Parent partnership is good. Parents are happy with the care and education their children receive. They comment how well supported they are and how their children have made progress since starting at the pre-school. However, some parents are not familiar with their children's individual next steps. This means that some parents do not have all the information they need to support their child's continued learning at home.
- Children with SEND are particularly well supported. Staff identify additional needs early and seek advice from external agencies when children need more help with their learning. The manager uses funding effectively to ensure that all children, including those with SEND, make good progress, to prepare them for

their next stage of learning.

- The pre-school staff work well with other agencies and have formed good partnerships with local schools, pre-schools, and the local care home. It is very much part of the community. Children take part in regular outings to the local shops, library and parks. This enhances their understanding of the world in which they live and their sense of belonging.
- Key persons carry out the personal care routines with their children, building on children's attachments. They support children to adopt healthy lifestyles. Staff encourage children to wash their hands before meals, and after using the toilet. Children confidently pour their own drinks. Staff remind children to remain seated while eating their food, to avoid choking and not to take undertake physical exercise, such as using the trampoline, immediately after eating their food. This helps children to understand the importance of looking after themselves and staying safe.
- Staff have high expectations of children's behaviour. Staff use praise and encouragement to support them. As a result, children understand the rules and boundaries and behaviour is good.
- The broad and balanced curriculum gives children opportunities to develop in all areas of learning. The staff team work well together, deployed effectively, to ensure they meet all children's needs. Staff interact well with the children and extend their learning through questions, encouraging the children to practise problem-solving skills. Consequently, children are independent in their play and confident to freely explore their surroundings.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of procedures to support children's safety and well-being. They complete regular training which keeps their knowledge current. Staff know the procedures to follow if they have any concerns about adults working with children. Ongoing risk assessments of the indoor and outdoor environments ensure that they remain safe. Robust recruitment and supervision procedures help make sure staff working with children are suitable to do so. All staff have paediatric first-aid training. This helps them to know the steps to take in the event of an accident, and keeps children safe at mealtimes and in their play.

What does the setting need to do to improve?

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

- target staff training and development opportunities more precisely to meet the needs of individuals, to raise the quality of education further
- extend partnership working with parents so they are all familiar with their children's individual next steps, so they can support these further at home.

Setting details

Unique reference number	2627921
Local authority	Hampshire
Inspection number	10280854
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	32
Number of children on roll	32
Name of registered person	Lymington Community Association CIO
Registered person unique reference number	2627922
Telephone number	01590672337
Date of previous inspection	Not applicable

Information about this early years setting

Lymington Centre Pre-School re-registered in 2021 following a change in legal entity to a community interest organisation. It operates within the community centre in Lymington, Hampshire. The pre-school is open for 43 weeks per year, from 8.30am to 3.30pm. It provides funded early education for children age two, three and four years. There are five staff working with the children. Of these, one holds a level 6 qualification, one has a level 4 qualification, two are level 3 qualified and one is unqualified.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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