

Inspection of Westbrook Little People

Tempest Avenue, Waterlooville, Hampshire PO7 8NU

Inspection date: 25 March 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

Children greet their friends cheerily as they arrive. Staff welcome children with big smiles and talk about their mornings. Children feel confident and safe with staff as they talk about how they are feeling. Children quickly get involved with the interesting activities set up for them. For example, they explore an indoor sand tray and try hard to build small castles.

Children treat each other with care and respect. Staff use opportunities to teach them about the importance of the 'golden rules' that are in place. Children confidently discuss what the rules mean and why they must follow them. For example, children explain that they use 'walking feet' inside so that they don't trip or fall over. Children begin to clearly articulate the importance of expectations and boundaries.

Leaders create a curriculum that follows children's interests. For example, when children show a keen interest in pirates, staff provide outfits and set up a 'walking plank' in the garden. Staff encourage children to take turns with resources as they play and think of ideas together. Children's imaginations are extended and inspired by enthusiastic staff.

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

- Staff recognise how to promote children's developing language skills. They engage in meaningful conversations that further increase children's vocabularies. For example, children show a keen interest in a world map puzzle. Staff introduce words, such as 'walrus' and 'compass', as children ask questions about what they can see. Children become confident communicators.
- Staff demonstrate a good understanding of the intended curriculum. They create exciting activities that interest children and promote exploration. However, occasionally, staff do not use their knowledge of children's stages of development to identify what they want children to learn from activities. This means that, at times, activities are not consistently planned or delivered precisely enough to target the next steps in children's learning.
- Children have access to a wide range of experiences that increase their physical skills. For example, they regularly use a park for children to run and explore their balance and coordination skills. Staff also introduce activities, such as yoga, to increase children's awareness of how their bodies move. Children move with control and accuracy as they play together.
- Independence skills are fully promoted by staff. Children are regularly encouraged to tend to their hygiene needs by themselves. For example, older children know to wash and dry their hands before sitting down at lunchtime. Furthermore, children carry out a morning safety checklist with staff. This

supports children to learn about managing risks in the environment.

- Staff meet children's needs promptly and respectfully. For example, when children need their nappies changed, staff ask them kindly. Furthermore, staff recognise how to use daily routines to enhance children's understanding of good health. For example, at snack time, staff promote discussions around oral health. Children engage positively and speak about their knowledge of how often they should brush their teeth.
- Leaders have a comprehensive understanding of the needs of all children at the setting. Where children have special educational needs and/or disabilities, leaders prepare clear plans so that staff know what is in place for each child. The special educational needs coordinator also works with other professionals, such as speech and language therapists. Through this, children benefit from a shared approach.
- Leaders are passionate and reflective. They make improvements to their setting to enhance the learning experiences for children. For example, they implement changes to the after-lunch routine to improve children's engagement and interaction with activities. Leaders provide staff with plenty of opportunities to gain new learning. Staff speak highly of their professional development and feel valued within their roles.
- Parents discuss the daily communication they receive about their child's learning. They work closely with their child's key person. Parents discuss that they frequently receive information about how to support their children's learning at home. Parents also speak positively about the many enriching activities that children get to experience. Parent partnerships are fully embedded.

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:

- focus more precisely on what children most need to learn next when planning specific activities.

Setting details

Unique reference number	109994
Local authority	Hampshire
Inspection number	10388185
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	39
Number of children on roll	39
Name of registered person	Westbrook Little People Pre-School Committee
Registered person unique reference number	RP517962
Telephone number	023 9226 5173
Date of previous inspection	1 July 2019

Information about this early years setting

Westbrook Little People registered in 1990 and is situated in Waterlooville, Hampshire. The pre-school employs eight members of childcare staff, seven of whom hold appropriate childcare qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.15am to 3pm. The pre-school provides government-funded early education to eligible children between the ages of two years old and four years old.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- Leaders carried out a joint observation of group activities with the inspector.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of 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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