

Inspection of Launchpad Barton Stacey

The Green, Barton Stacey, Winchester, Hampshire SO21 3RY

Inspection date: 9 May 2022

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 are excited to learn in this stimulating setting. They make good progress in their development. Children form affectionate bonds with the staff, who help them feel safe and secure. They are encouraged to share their views at every opportunity. Staff are responsive to children's requests. For example, children take their own photo for a coat peg label. This helps children to feel special and valued.

Children behave well and are courteous to others. They confidently engage in play on their own as well as happily invite friends to join them. Children freely choose from a wide selection of resources on offer and show positive attitudes to learning. They use their knowledge of different materials when they explore new opportunities. For instance, children make 'yucky' soup in the mud kitchen. They stir sand, dried herbs and water together and watch the ingredients settle and change. This helps to sharpen children's observational skills.

Children love the outdoors. They are physically active and master good body control when they use climbing equipment in the garden. Children develop their independence skills as they learn to keep safe. They apply sun cream and know that it helps to protect their skin. Children learn to carry out risk assessments when outside, including noting what the daily UV factor is. This helps children to understand potential risks and how to manage them.

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

- Leaders and staff are skilled at assessing what individual children know and can do. They use this information to devise rich and exciting activities which are adapted to suit children's individual needs. For example, older children make an advert to sell the 'yucky' soup they made. They are excited by this and decide the soup will cost 'one million pounds'. Children are supported to write the number. This helps children understand that writing has a purpose.
- Leaders are dedicated to continual improvement. They reflect on the provision and address change to fully support the best outcomes for children. Leaders and staff have adopted a 'curiosity approach' as part of the curriculum. Children handle natural objects and use these imaginatively. They ask interesting questions and seek out solutions. For example, children like to experiment with different colours and wonder what would happen if two colours were mixed. However, at times, staff give explanations to children's questions and do not encourage opportunities for children to investigate for themselves. This does not help to promote children's self-reflection skills so that they can challenge themselves further.
- Children learn about nutritious foods and the need to eat a well-balanced diet as part of an ongoing healthy eating project. They plant a variety of vegetable

seeds, harvest them when ripe and enjoy tasting them. This process helps children to understand where food comes from.

- Staff have a good understanding of how young children learn. They actively interact and encourage children to talk about their own experiences. However, staff do not effectively use opportunities to extend children's learning further when children are engaged in activities. This was illustrated as children were using both dried and fresh herbs in their pretend 'porridge'. Children were not encouraged to extend their critical thinking skills to consider comparisons between dried herbs and fresh ones. This does not enhance children's learning to a higher level.
- Children are keen communicators. They learn to hold two-way conversations and do so with increased confidence. Children who speak English as an additional language, such as Polish, are supported to understand spoken English by a Polish speaking member of staff. Consequently, these children learn to speak English at a rapid pace and with growing competence.
- Children are familiar with the well-established routines. This helps support new children to settle in quickly. Children sing a song to represent the next event, such as for group time. They willingly accept roles of responsibility as they help prepare for snack time. Children demonstrate safe cutting skills as they slice cucumbers. They count the cups correctly to ensure that each child has one. This helps enhance children's counting skills and prepare them for their move to school.
- Parents speak highly of the education and care their children receive at the setting. They feel well informed about their children's progress. Parents say their children are more confident and independent, and have a strong foundation of knowledge and skills on which to build on.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibilities to safeguard children. Staff can identify the signs and symptoms that a child might be at risk. This includes the risk to children from extremist views and behaviours. Staff understand the local procedures to follow should they need to report a concern about a child's welfare. Leaders ensure that robust recruitment processes are in place, which includes staff's ongoing suitability to work with children. Staff ensure the environment is safe and secure for children. Staff carry out daily risk assessments to minimise potential hazards, indoors and outdoors. Children consider possible risks in the garden and learn to manage them with support.

What does the setting need to do to improve?

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

- encourage children to investigate their own ideas freely and reflect on these experiences so that they can challenge themselves further
- focus more sharply on opportunities to consistently enhance children's critical thinking skills to extend children's learning to a higher level.

Setting details

Unique reference number	2523082
Local authority	Hampshire
Inspection number	10208155
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	24
Number of children on roll	15
Name of registered person	Launchpad Social Enterprise
Registered person unique reference number	2523081
Telephone number	01962 760039.
Date of previous inspection	Not applicable

Information about this early years setting

Launchpad Barton Stacey is part of Launchpad Social Enterprise. The pre-school is located in Winchester, Hampshire. The pre-school is open Monday to Friday, term time only, from 8.30am until 5pm. There are currently three members of staff employed at the pre-school; all hold relevant early years qualifications, including the manager who holds a level 6 qualification. The pre-school receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the setting 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 nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the nursery manager.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector has taken into account the views of children, staff and parents of the provision.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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