

Inspection of Little J's Pre-school

The Scout Hall, Clayhall Road, Gosport, Hampshire PO12 2BY

Inspection date:

19 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not fully assured. Staff do not follow safer eating procedures and, at times, children are out of sight and hearing of staff. Their safety and well-being is compromised. Leaders and managers do not seek to share information to support children's learning, and records for children are not accessible. In addition, the curriculum in place is not ambitious for all children, including those with special educational needs and/or disabilities (SEND). Not all children have consistently positive interactions from staff that help them to build on what they already know and can do. As a result, some children do not benefit from effective teaching and support for their learning.

However, despite these weaknesses, children are content and show they enjoy being with staff. For example, they seek staff out to be with them as they build towers and complete craft activities. Children demonstrate they like taking part in singing sessions led by staff. For instance, they join in enthusiastically with words and actions.

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

- Leaders and managers do not ensure that staff deployment is effective. Children are not always within staff's sight and hearing. For example, they return indoors unnoticed by staff when everyone else is outdoors. Additionally, at mealtimes, staff do not supervise children effectively when they are eating. This puts children at risk of choking. Their safety is not assured.
- Leaders and managers do not ensure that children learn the skills they need to keep themselves safe. For example, despite being sat next to children, staff do not teach them about handling scissors safely. Children walk around with scissors and put themselves and others at risk of harm. Children frequently run indoors and slip over. Staff do not consistently remind children about their expectations to use 'walking feet' indoors. They do not help children learn about their own safety effectively.
- Children with SEND do not have their needs met effectively. Leaders and managers do not ensure that they seek out relevant information from other settings that children attend. They do not find out the best ways to support children's individual needs in a timely manner. As a result, children with SEND are at a disadvantage with their learning.
- Records about children were not accessible on the day of inspection. This is a breach of the requirements of the early years foundation stage. That said, the necessary details to contact children's parents in an emergency were available for staff to use.
- The design of the curriculum is not effective. Leaders and managers do not ensure that there is sufficient thought and challenge for children's learning. Staff

do not readily identify what children know and can do in order to build on their learning. Although staff provide children with a range of activities and resources to play with, these are not precisely planned to support children's learning, and any benefit is incidental.

- Children who are newer to the setting generally have the support and attention they need to feel secure. For example, staff offer them cuddles and reassurance. However, this is to the detriment of the more settled children, whose learning is disrupted. Staff focus their attention on children who are upset. Those children who are more confident in the setting do not have the support they need to make good progress in their learning.
- Staff help children's communication skills. For instance, they repeat back what children say. This helps children to hear words spoken clearly. Staff introduce children to a range of vocabulary, such as when talking about 'big', 'tall' and 'enormous' towers. Staff are positive role models for children's developing speech.
- Staff encourage children to be independent. For instance, they ask children to pour their own milk to drink and put spread on their crackers at snack time. Children wash their hands before eating and generally follow instructions from staff. For example, they help to tidy up before going outdoors to play. Staff offer children praise. They help to support children's personal and emotional development.
- Parents report they are satisfied with the care their children receive from staff. They report that their children enjoy their time with staff at the setting.
- Staff say they feel supported by leaders and managers, both professionally and personally. They access training to help support the development of their skills. For example, after attending training to support children's behaviour, staff say they feel more confident in their roles.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff deployment is effective and children are supervised and within sight and/or hearing at all times, including while eating	19/10/2025

ensure that all staff help children to understand what is expected of them and teach them to keep themselves and others safe	19/10/2025
share information with other settings that children attend, especially when they have SEND, to ensure that children's individual needs are met and to better promote consistency in children's learning	19/10/2025
ensure that information and records about children and staff are accessible at all times	19/10/2025
design and implement an effective curriculum that supports and challenges all children's learning	19/10/2025
ensure that staff provide positive interactions and teaching to support all children's learning effectively.	19/10/2025

Setting details

Unique reference number	2746360
Local authority	Hampshire
Inspection number	10407791
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 3
Total number of places	23
Number of children on roll	17
Name of registered person	Little J's Partnership
Registered person unique reference number	RP910167
Telephone number	07807457191
Date of previous inspection	Not applicable

Information about this early years setting

Little J's Pre-school re-registered in 2023. It operates in Gosport, Hampshire. The setting is open from 9am to 3.15pm, Monday to Friday, during school term times only. There is an option to start at 8.30am each day. There are two members of staff who work with the children, both of whom hold childcare qualifications at level 3. The setting provides funded early education for children.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on the children's learning.
- The inspector talked to the staff and the children at appropriate times during the inspection.
- The inspector completed discussions about observations with the manager.
- A meeting was held between the inspector and the manager. The inspector saw evidence of the suitability of staff.
- Parents shared their views of the setting 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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