

Inspection of Barton Pre-School

Barton Methodist Church, Cliffe Road, Barton on Sea, New Milton, Hampshire BH25 7PA

Inspection date: 17 June 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

Staff give children a warm welcome as they arrive at this nurturing pre-school. Children happily come in and show positive attitudes, curiosity and interest as they busily play and learn together. For example, staff support children to learn to share and take turns, as the children play in the home corner. Staff are kind and caring in their approach and form close attachments with the children. For instance, they provide children with comfort, cuddles and reassurance as needed. This helps children to feel settled and supports their well-being.

Staff plan engaging activities that support children to develop their understanding of feelings and emotions. For example, children look in mirrors and describe their facial expressions to the staff and their friends. Furthermore, children create faces using play dough and craft resources. They talk about the facial expressions of the faces they have created. This supports children's emotional development, helping them to make connections between their feelings and emotions.

Staff teach children about the importance of following good hygiene routines. For instance, children independently follow handwashing practices and staff discuss the benefits of doing so. Staff explain the pre-school rules and behavioural expectations. For example, they remind children about using their 'walking feet' indoors and children remind their friends. Furthermore, staff help children to remember how to keep themselves safe when jumping off of the wooden planks. This supports children to learn how to behave well.

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

- The provider ensures that the manager and staff have regular supervisions and support for their well-being. Staff have access to training opportunities to support their continued professional development. The manager uses additional funding that children are entitled to effectively. For example, resources have been purchased to support children's next steps in learning.
- The manager and staff know the children well. They plan an interesting and well-balanced environment, which enables the children to focus well and enjoy their learning. For instance, children have fun playing outside squirting water and staff discuss whose water has gone the furthest. Although the manager and staff can articulate what it is that they want each individual child to learn next, they are not clear about the overarching curriculum intent. This means that, their teaching is not always focused precisely enough on what children need to learn next.
- Children are developing a love of books and reading. For example, they bring books in from home and excitedly share them with their friends. Staff regularly read a wide range of stories throughout the day and children listen

enthusiastically. For instance, children enjoy sitting with staff in cosy spaces and engross themselves in the story. Staff make story time an enjoyable experience. This supports children's early literacy skills.

- Children's special educational needs and/or disabilities (SEND) are known and understood effectively. Staff work closely with parents, outside professionals and other settings children attend, to ensure timely referrals are made. They implement targeted plans, so children promptly receive any additional support they need. This supports children with SEND to make progress alongside their friends.
- Staff immerse themselves in children's imaginative play, which helps to develop children's communication and language skills further. For example, children share and take turns as they set up a car wash and work together to wash the cars and bikes. They include staff as they act out what they understand about the world in their play. Staff extend their learning, asking the children questions about their car wash, such as what resources do they think they need and how much it will cost.
- The manager and staff have positive parent partnerships. They invite parents into the setting to take part in activities, such as reading stories to the children. Staff share information with parents through daily conversations and via electronic programmes. However, this information does not always help parents to know what their children's next steps in learning are or how to support them at home, especially as children get ready to move on to school.
- The manager and staff support the children to become independent learners. For instance, staff encourage children to pour their own drinks and choose what healthy food they would like to eat at snack time. Furthermore, children learn about keeping themselves safe in the sun, such as putting their hats on when going outside. This supports children's health and well-being.

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:

- develop the curriculum intent further to ensure that activities have clear links to what it is you want children to learn, to enable them to make even greater progress
- strengthen communication with parents so that all parents have information about their children's progress and how they can support their child's learning at home.

Setting details

Unique reference number	507929
Local authority	Hampshire
Inspection number	10394505
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	26
Number of children on roll	13
Name of registered person	Barton Pre-School Committee
Registered person unique reference number	RP902083
Telephone number	07960 996244
Date of previous inspection	10 September 2019

Information about this early years setting

Barton Pre-School registered in 1992. It is located in Barton on Sea, New Milton, Hampshire. The pre-school is open on a Monday 9am to 1pm, Tuesday and Wednesday 9am to 12pm and Thursday and Friday 9am to 3pm, term time only. It employs two staff, both of whom have a level 3 or above early years qualification. The pre-school receives funding to provide early education for children aged two-, three- and four-year-olds.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of an activity.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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