

Inspection of Launchpad: Appleshaw Pre school

Appleshaw Village Hall, Appleshaw, Nr Andover, Hampshire SP11 9HY

Inspection date: 11 March 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is outstanding

Children receive the best possible start to their learning. They have an exceptionally positive attitude and are highly motivated to take part in their activities indoors, out on the covered veranda, or in the large adjoining field. Children benefit from rich experiences that fully promote their interests. They are deeply engaged in their play and are confident to ask questions and try new things. At the heart of the curriculum is a focus on language and literacy. A high priority is made to offer children opportunities that support them in gaining skills that prepare them for their next stages of learning. Children show excellent capabilities in the ways they learn pencil control, use scissors and recognise their names. They listen attentively during story time and singing, use a very broad range of language, and hold conversations with others.

Children show immense confidence, independence and emotional well-being. They are extremely happy and have a high level of respect for their friends and the staff caring for them. Children have an exemplary understanding of the routines of the day and why rules are in place. For example, children know where to put their bag, drink bottle and coats on arrival and, as a result, these times run seamlessly. Children know why they need to stop at the red 'X', such as to tell staff they are going out to the toilet area or when using resources that may need a little more adult support.

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

- Leadership and management are highly effective. There is a clear and focused vision about what more needs to be achieved to continually improve. For example, the precise development plan has identified the strengths and impact of what has been already embedded into practice, alongside new ways to enhance the quality of children's learning. This includes more visual and textured resources for outdoor learning experiences to extend children's imaginations even further. Highly successful completion of a professional self-evaluation programme has fully supported staff in assessing the impact of their teaching. Training opportunities for staff, such as training in promoting emotional literacy, are making an exceptional difference to the well-being of children attending. For instance, it has positively impacted the ways they form friendships, listen to others, express themselves and engage in discussions.
- Staff are meticulous in the way they plan and implement the curriculum. Staff provide children with high-quality learning experiences at all times. For example, staff continually maintain an excellent ability to speak, listen and read passionately with children to help children develop their own language and vocabulary. They speak with animation and use props and resources to maintain children's attention. All children, including those learning English as an additional

language, make exceptional progress in the ways they respond to, know and comprehend stories.

- Staff are hugely supportive of the ways children follow their interests, enjoy their play and sustain high levels of concentration. Staff interact with purpose to help build on what children know and can do. Children are incredibly keen to demonstrate this knowledge. For instance, as they build trucks and carriages, they measure and compare lengths. Children comment to each other 'my train is as long as yours'. Children develop highly detailed understanding across all seven areas of learning. They are exceptionally keen to explain what colours they need to make purple. They confidently practise writing their names. They deliberate and test out ideas while using magnetic construction pieces to form different structures. All children are extremely well prepared for the next stages of their learning. They are very keen to learn more.
- Parents are deeply positive about the care children receive. They praise the excellent approaches that staff make to ensure children's learning is consistently strong. They talk about the ways staff greet them, share information about their children's day, and take time to listen. Parents acknowledge the highly effective ways that children's progress is shared. In particular, parents passionately state how effective the support is for children who need additional help with learning, those who are learning English as an additional language, and children with special educational needs and/or disabilities.
- Staff are exceptionally efficient in providing children with rich experiences that help them to show an understanding of responsibilities and respect for others, and their individual self-awareness. For instance, children are very independent in their daily routines. They have an awareness of the diversity of life around them and understand what makes them unique. Children are extremely confident at self-registration to determine if they feel happy or sad. If they feel sad, they show emotional security to discuss how this can be remedied.
- The pre-school's values of 'joy, care and friendship' are embedded consistently. Relationships between staff, children and parents are exceptional. Children's behaviour is exemplary at all times. They take pride in responsibilities, such as when being 'helper of the day'.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully committed to safeguarding children. They know the families of children attending extremely well, and have a precise understanding of children's needs and family backgrounds. All staff receive regular training to maintain their safeguarding knowledge. They demonstrate an excellent knowledge of their professional safeguarding responsibilities. This includes staff's understanding of what to do if an allegation is made and how to identify possible radicalisation. Policies, procedures and risk assessments are thorough, robust and implemented securely by all staff. Highly effective systems are in place for safe recruitment, induction and supervision to ensure the ongoing suitability of staff.

Setting details

Unique reference number	2546218
Local authority	Hampshire
Inspection number	10215563
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	22
Name of registered person	Launchpad Social Enterprise
Registered person unique reference number	2523081
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Launchpad: Appleshaw Pre School registered in 2019. It is one of three provisions operated by The Launchpad Social Enterprise. The pre-school operates from Appleshaw village hall near Andover, Hampshire. The pre-school opens Monday and Wednesday from 9am to 2pm, Tuesday and Thursday from 9am to 3pm and Friday from 9am to 1pm. There are three staff working at the pre-school, all of whom hold relevant qualifications, including the manager and deputy who hold a level 4 qualification. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Aileen Finan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together. The deputy manager explained how staff plan and implement their curriculum and how staff work in partnership with parents, other settings that children also attend, and local schools.
- The inspector observed high-quality interactions between staff and children.
- A joint observation was completed. Discussions took place to assess how effectively staff are supported in their roles.
- The inspector spoke with children, parents and staff and viewed relevant documentation.

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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