

Kempshott Under 5's Preschool

Unique reference number (URN): EY493615

Address: St Marks Church, Homesteads Road, Basingstoke, RG22 5LQ

Type: Childcare on non-domestic premises

Registered with Ofsted: 07/10/2015

Registers: EYR, CCR, VCR

Registered person: Hatch Warren Under Fives Pre-School Limited

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children show they are happy, engaged and enjoy coming to the pre-school. They typically make steady progress in their learning and development, confidently acquiring the knowledge and skills needed for future success. Across all areas of learning, children become confident communicators. They readily share their ideas, describe their experiences and engage confidently in conversations with adults and peers. For example, children talk proudly about what they are adding to their wands during creative play. They act out familiar roles they have seen from home, showing rich imaginative development.

Children achieve well in early mathematics as they count, compare quantities and explore capacity through sand and water play. Their independence is developing well as they choose activities, pour drinks, cut snacks and manage their self-care needs. These achievements reflect secure and age-appropriate development and positive attitudes to learning. As a result, children become confident and capable learners, who are well prepared for their next stage of education, including their transition to school.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff have high expectations for children's behaviour, which supports positive relationships and secure routines. They use everyday moments to help children to understand the expectations for their behaviour. For example, during registration and circle times, staff talk to children about behaviours, such as using kind hands and feet, so that children know what is expected of them.

Staff are typically consistent in their approach to behaviour. They help children to play cooperatively, build friendships and learn the importance of turn-taking. This supports children's emotional development and attitudes to learning. Staff praise children throughout the day, including times where children help others, such as tidying away activities. Staff recognise children's efforts and reward their help with stickers. Children respond well to this encouragement and proudly show their stickers to their peers.

Children benefit from a warm and supportive environment that meets their individual needs. Routines are well established, helping children to feel secure and confident. At times, staff do not consistently consider the impact of noise levels on children's engagements. At these, times children become distracted and are not as engaged in their learning, although this is reduced significantly when the garden and the smaller room are used. Leaders and staff understand the importance of attendance and punctuality. They have suitable procedures in place to monitor children's attendance patterns and work with families where needed.

Children's welfare and wellbeing

Expected standard

Staff support children's health and wellbeing well. They maintain a safe and suitable premises. Children show they feel safe and secure as they explore indoors and outdoor play

areas with confidence. Health and hygiene routines are well embedded. This helps children to learn habits that support their welfare, such as washing their hands before eating.

Children play in an environment that is safe, welcoming and supportive of their wellbeing. Actions raised from the previous visit have been met. This means risks to children's safety have been minimised. In addition, leaders have put suitable procedures in place when supervising children using the bathroom, which helps to maintain their safety.

Children enjoy daily fresh air and exercise, which supports their physical health and gives them space to be active. Staff use everyday moments to teach children about healthy choices and the impact these have on their bodies. For example, during snack and lunchtimes, staff talk with children about how food they are eating affects their health. These conversations help children to develop an awareness of how to look after themselves. Children have access to programmable toys and screens. However, these are not used often enough for staff to consistently model safe and responsible use of technology.

Curriculum and teaching

Expected standard 

Leaders and staff plan and provide a curriculum that they teach well. Children take part in a wide range of engaging activities that support their interests and spark their curiosity across all areas of learning. For example, children develop friendships and learn to share as they take turns with props during interactive story and singing sessions.

Staff support children's communication and language skills well overall. They engage children in meaningful conversations, provide a narrative for their play and encourage them to recall their previous learning and experiences. However, at times, some staff do not give children enough time before asking further questions. This does not give children consistent opportunities to think or express their thoughts. Staff support children's physical development well. Children benefit from frequent chances to build their coordination through outdoor play, arts and crafts and exploring different materials with a variety of tools. Staff encourage children's cardiovascular development effectively, such as when children ride bicycles, climb equipment and enjoy running in the garden.

Staff join in children's play effectively, supporting their ideas with enthusiasm. For example, when children are using magnifying glasses to compare size. Staff weave mathematical ideas into children's play successfully. They discuss volume, shape, space and measure as children explore with creative activities and materials.

Inclusion

Expected standard 

Leaders and staff provide an inclusive setting, where staff understand and support children's individual needs and interests. Staff know children well and build positive relationships with them. For example, when children start at the pre-school, staff gather detailed information from families to help them understand how the child is developing. This gives staff a clear starting point for planning learning experiences that meet children's individual needs.

Assessment processes are in place to monitor children's progress in relation to typical development expectations. Staff gather information from parents and carers to form a clear baseline. Staff build on this over time by reviewing children's progress and identifying any

gaps in their development. This in turn helps staff to recognise when children may need extra help and enables them to plan targeted support as needed.

Staff identify children who may face barriers to learning, including those with special educational needs and/or disabilities, early. They put in place clear targets and individual support plans to help these children make progress. Additional funding, such as early years pupil premium, is used effectively to provide targeted resources, one-to-one support and experiences that build children's confidence and development. For example, staff have purchased water play resources to support children's interests and help them build positive relationships with their peers. Leaders and staff work closely with families and external professionals to make sure children receive the right support at the right time.

Needs attention

Leadership and governance

Needs attention 

Recent changes in the management structure at this pre-school have created a period of adjustment for the whole team. Leaders are working diligently to review and strengthen the organisation of the management team, yet the transition is having a noticeable impact on staff with key responsibilities and on general staff wellbeing. Several staff members have experienced a decline in wellbeing due to increased pressure and additional burdens during this time. Uncertainty around who will assume key roles has also contributed to the heightened levels of anxiety within the team. There are longstanding weaknesses in the support and supervision sessions provided to staff, including gaps in coaching and mentoring. Staff confirm that they have not consistently received this within the past year, which has limited opportunities for professional growth and reflection.

Despite these difficulties, the team working directly with children demonstrate a positive collaboration. They communicate effectively, share ideas and work with purpose to support children's learning, development and wellbeing. Leaders have met the actions from the previous visit, ensuring that the environment is secure and prevents children leaving the setting unnoticed.

Partnerships with parents and carers and external professionals remain well embedded. Staff describe effective ways they liaise with professionals involved in children's development to maintain continuity of care. Parents speak positively about the pre-school and staff. They comment that the education their children receive is positive and contributes to their ongoing progress. Furthermore, parents describe effective communication between the staff and themselves. Leaders understand the importance of their role in working in partnership with external professionals to help ensure children and families get the support they need without delay.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children arrive happily at the pre-school and separate confidently from their parents or carers. Staff prepare the room thoughtfully each morning, creating an inviting and welcoming environment. Activities are planned to support children's interests, curiosity and ongoing development. This in turn helps children to enjoy what is on offer. Staff engage purposefully with children throughout the day. They interact with them during activities and offer meaningful support during their play.

Children benefit from frequent opportunities to explore outdoors, where they build coordination and physical skills. They pedal bicycles confidently and explore different platforms, such as tyres, wooden structures and climbing frames. Children demonstrate that they feel safe as they play and move around the environment securely. Actions raised at the previous visit have been fully addressed, ensuring that children play in a safe and well-maintained environment. Relationships between children and staff are warm, positive and respectful. Overall, staff help children to learn about kindness, sharing and turn-taking. This helps to support children to manage their feelings and behaviour.

Recent changes in staffing have had a impact on the overall staffing structure. Leaders and staff know children well and promote regular attendance. Effective procedures are in place when a child first starts. This helps staff to understand each child's interests, development and individual needs. Children's progress is monitored through observations, regular checks and ongoing conversations with parents. This shared approach supports the achievements children make and strengthens continuity between home and pre-school.

Next steps

To meet the requirements of the Early years foundation stage and Childcare Register the provider must take the following actions by the assigned date:

Action	Completion Date
take action to ensure that staff workload is manageable and remove any unnecessary burdens so that staff feel valued and their wellbeing is supported	30/06/2026
provide all staff with effective supervision sessions, coaching and professional development that raises the quality of the provision even further	30/06/2026

About this inspection

The inspector spoke with leaders, staff, children, parents and carers and the designated safeguarding lead during the inspection.

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.

We carried out this inspection as a result of a risk assessment, following information we received about the provider. The provider will be able to give parents further information about this.

Inspector:

Tracy Bartholomew

About this setting

Unique reference number (URN): EY493615

Address:

St Marks Church
Homesteads Road
Basingstoke
RG22 5LQ

Type: Childcare on non-domestic premises

Registration date: 07/10/2015

Registered person: Hatch Warren Under Fives Pre-School Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:30 - 15:00

Local authority: Hampshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 9 June 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright