Brockenhurst CE Primary, Pre-School and Nursery

Unique reference number (URN): 2822421

Address: Brockenhurst Primary School, Sway Road, Brockenhurst, SO42 7RX

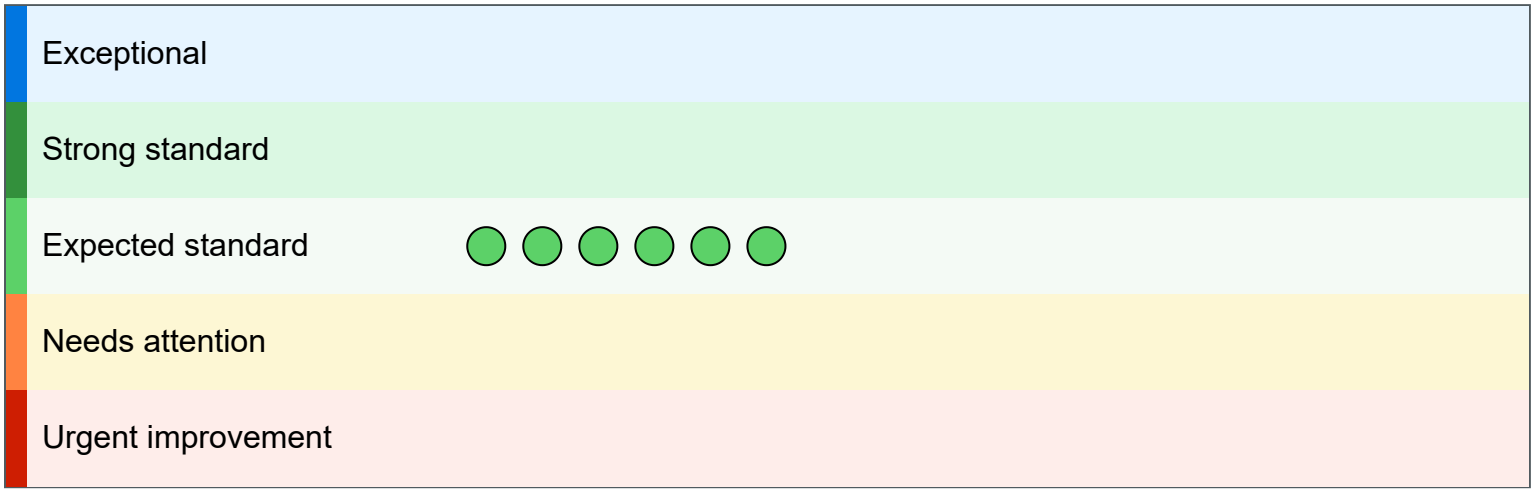
Type: Childcare on non-domestic premises

Registered with Ofsted: 17/01/2025

Registers: EYR

Registered person: Brockenhurst CE Primary and Pre-School

Inspection report: 15 September 2026



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

Babies and young children generally make progress from their starting points across the areas of learning. They develop confidence and secure relationships. This helps them to participate in play and shared experiences. Children make increasing choices about their activities and develop independence in everyday experiences. Babies communicate through babbling and gestures, whilst young children increasingly express their ideas and share their knowledge. They develop physical confidence as they move, explore and use equipment appropriate to their age.

Children generally develop the knowledge and skills needed for their next stage. They develop positive social skills through taking turns, sharing experiences and playing alongside others. Children learn to recognise and express feelings with support and develop confidence in managing everyday experiences. Young children show curiosity and problem-solving skills as they explore resources and develop their ideas through play. These skills help children become increasingly confident, independent learners and support their readiness for the next stage.

Behaviour, attitudes and establishing routines

Expected standard

Overall, leaders have established expectations for behaviour, relationships and daily routines. Staff generally model these expectations through calm interactions, praise and gentle reminders. Children typically respond positively to adults, play well alongside others and take turns during shared experiences. This helps children develop positive social skills and an understanding of how to behave with others.

Staff promote positive attitudes to learning. They support children to make choices, lead their play and explore resources with curiosity. They use prompts and reminders to support children to move between activities and respond to adults. Staff adapt their approach to

individual needs. For instance, they use familiar adults and gradual transitions to help children who need additional reassurance settle and participate confidently.

At times, staff support children to follow familiar routines. However, they do not always reinforce expectations consistently during planned activities and routines. For example, some children continue to play with resources rather than joining tidy-up routines. Staff do not always persist in encouraging participation. This means children do not consistently develop a secure understanding of these expectations. Staff maintain positive communication with families about attendance and respond to concerns, such as lateness or difficulties settling. This supports children to attend regularly and experience consistent routines.

Children's welfare and wellbeing

Expected standard

Leaders set clear arrangements for children's welfare and wellbeing, and staff follow these in their daily care. Staff supervise children appropriately and respond promptly to their individual needs. Babies and young children experience calm, consistent care that helps them feel safe, settled and emotionally secure.

Staff support children's health through appropriate feeding, sleep and personal care routines. For example, staff encourage parents to provide healthy, nutritious and age-appropriate food. Children use safe utensils to feed themselves, whilst babies eat suitable finger foods. Staff follow appropriate sleeping arrangements and allow babies to wake in their own time. This helps them to self-regulate. Gentle voices, cuddles and reassurance help children feel valued and support their emotional wellbeing.

Staff generally teach children how to use equipment safely. This supports them to manage appropriate risks. For instance, during play with teddies on swings, staff guide children to use the equipment safely. However, on occasion, staff do not always reinforce safe use of all equipment. For example, at times, children hold objects while using the slide rather than keeping their hands free to support themselves. Staff generally provide care that responds to children's individual needs. This helps babies and young children to participate confidently in everyday experiences.

Curriculum and teaching

Expected standard

Leaders have developed a broad curriculum that generally reflects children's interests, experiences and stages of development. They use observations to plan experiences that typically build on what children already know and can do. This helps children engage in meaningful play and make progress from their starting points. Leaders review children's experiences to keep learning relevant to children's interests and developing skills.

Staff generally provide purposeful teaching through everyday interactions and play. They respond to children's ideas and introduce language that helps them understand and describe what they are doing. For instance, they introduce words, such as 'scrunch', 'rub' and 'pull', as babies explore sensory materials. This helps babies connect words with actions and gives young children opportunities to broaden their vocabulary. Additionally, they use songs and signing to support young children and babies' understanding and communication.

Children typically benefit from a range of experiences that help them practise and develop new skills, such as water painting, sensory play and outdoor activities. Staff generally support babies and young children to explore, make choices and become more independent. However, staff do not consistently extend learning through their interactions. For example, during sand play, they do not always use questions or mathematical language to develop children's understanding of counting, filling and emptying. Furthermore, on occasion, staff respond to children's play without developing their ideas further or introducing additional challenge. This means some opportunities to deepen learning are not fully maximised.

Inclusion

Expected standard

Leaders recognise children's individual needs quickly. They use information from parents and observations to understand their starting points. They monitor development, put appropriate support in place and review its effectiveness. For instance, they purchase additional resources to help babies sit upright and securely in highchairs. This enables them to participate safely and comfortably during mealtimes.

Leaders reduce barriers by providing an inclusive environment that responds to children's emotional and developmental needs. For example, staff use sensory areas to give children who may face barriers to learning a calm space to regulate their emotions. This helps children settle, manage their emotions and re-engage with learning. Staff include babies and young children alongside their peers and provide support appropriate to their developmental stage.

Leaders work closely with parents and other professionals to strengthen support for children with special educational needs and/or disabilities. They use parents' views and observations to inform next steps. They work with specially trained staff and professionals, such as Portage, when further support is needed. Additionally, leaders understand how additional funding can reduce barriers for disadvantaged children and know how to support children known or previously known to children's social care. This helps children access appropriate support and participate fully in the setting.

Leadership and governance

Expected standard

Leaders typically manage the setting well and understand its strengths and areas for improvement. They use observations, staff discussions and information about children to review practice and inform decisions. Those responsible for governance maintain oversight of key areas. However, leaders do not always ensure expectations are applied consistently in adult-child interactions and daily routines. This means children do not always receive consistent support to extend learning or understand expectations.

Leaders support staff wellbeing and professional development through performance management, informal discussions and an open-door approach. They provide protected time and support, including modelling activities and supporting staff with observations. Staff complete various training, such as working with babies, food hygiene, physical development and inclusion. This strengthens staff knowledge and confidence and supports informed care and learning.

Leaders build partnerships with parents and value their knowledge of children. They communicate through daily conversations, online applications and meetings. Parents share information and photographs from home. Leaders use this information to understand children's experiences and interests. They involve parents in decisions, including Education, Health and Care Plans, and gather information about family cultures and beliefs. This promotes consistency between home and the setting.

Leaders work closely with the school and other professionals, such as special educational needs coordinators and Portage workers, to support children who may require additional support. They plan transitions around children's individual needs and maintain continuity with familiar adults. This helps children feel secure as they move to their next stage of learning. Leaders provide community experiences, such as visits from emergency services and mobile farms. These broaden children's experiences and confidence.

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

Children are happy, settled and secure at the setting. Babies and young children form positive relationships with adults and seek reassurance when needed. They enjoy warm, responsive interactions, such as cuddles, songs and praise. This helps them feel valued and emotionally secure. Children feel safe and well cared for. Staff follow appropriate routines for sleep, intimate care and mealtimes. Children and their families are welcomed. Positive relationships with parents help children feel secure and settled.

Children typically enjoy exploring, making choices and leading their own play. They show curiosity as they investigate resources, experiment with sounds and engage in imaginative play. For instance, young children use vehicles in play and confidently talk about familiar ideas, such as making ice creams. Babies explore sensory experiences and develop physical skills through crawling, pulling up, supported standing and handling resources. Children develop increasing independence through everyday experiences, such as feeding themselves, choosing resources and managing aspects of their own play.

Children generally make progress from their starting points and develop the knowledge and skills needed for their next stage of learning. Young children increasingly use language to share ideas and communicate their interests, whilst babies babble, use gestures and respond to familiar words, songs and signs. Children develop physical, social and emotional skills through a broad range of experiences and generally enjoy learning alongside their peers. They typically take turns, participate in shared experiences and play confidently alongside others.

Children generally behave well and respond to familiar routines and expectations. Staff recognise children's individual needs, interests and experience. They make appropriate adjustments to support their participation and wellbeing. Parents contribute to children's learning through daily conversations and 'All About Me' themes. This helps staff build on children's experiences from home. Regular attendance is promoted through positive relationships with families. This supports children to attend consistently, settle confidently and flourish.

Next steps

- Leaders should further strengthen the quality of adult-child interactions so that staff consistently extend and deepen children's learning through play.
- Leaders should further strengthen children's understanding of routines, boundaries and expectations, specifically tidy up and participation during planned activities.

About this inspection

The inspector spoke with leaders, staff, children and parents 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

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Inspector:
Loretta Murphy

About this setting

Unique reference number (URN): 2822421

Address:
Brockenhurst Primary School
Sway Road
Brockenhurst
SO42 7RX

Type: Childcare on non-domestic premises

Registration date: 17/01/2025

Registered person: Brockenhurst CE Primary and Pre-School

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:00 - 18:00

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 15 September 2026

Children numbers

Age range of children at the time of inspection

1 to 2

Total number of places

6

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.

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