

Deverell Hall Pre School

Unique reference number (URN): 110367

Address: The Deverell Hall, London Road, Purbrook, WATERLOOVILLE, Hampshire, PO7 5JU

Type: Childcare on non-domestic premises

Registered with Ofsted: 12/11/1992

Registers: EYR

Registered person: Deverell Hall Pre-School Committee

Inspection report: 6 February 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.

Strong standard

Inclusion

Strong standard

Leaders have built an inclusive culture where all children, including those with special educational needs and/or disabilities (SEND) and children who may face other barriers to their learning, are valued and supported. They know children extremely well and swiftly identify their needs. Staff securely embed their assessments of children's development. They collect detailed information from parents and carers through a range of documents and parents' meetings. They use this wealth of information alongside ongoing observations. This ensures that staff have a secure understanding of what children already know and can do. They use this information effectively to write individual education plans for children, which identify their strengths and where extra support is required.

Staff identify children with SEND quickly and provide swift and well-coordinated support. Staff act quickly to help close any barriers to children's learning. They make adaptations where required, such as using visual prompts and simplifying language. This helps children to fully access the curriculum. Leaders make referrals, when required, to other professionals, such as portage workers and speech and language therapists. Additionally, they work collaboratively with them to implement recommended strategies within the setting. Leaders have established very positive partnerships with families. Together, they complete education, health and care plans, which help children to access additional support. Furthermore, leaders plan regular meetings to help keep parents updated and ensure that children's learning is continued at home.

Leaders use early years pupil premium funding effectively to support children's individual needs. For example, funding is used to provide home resources, improve mark-making opportunities, support communication through training, such as signing, and fund enrichment experiences.

Expected standard

Achievement

Expected standard

Overall, all children make at least expected progress from their starting points. Children are confident communicators. All children continually learn new words. Older children engage in lively conversations, and younger children repeat familiar phrases. Children also make steady progress in mathematics. For example, they use scales to weigh pancake ingredients. They learn mathematical ideas and language related to quantity, weight and measure.

Children form secure relationships with staff and develop friendships with their peers. Overall, they understand and follow rules and procedures. Some children are able to recognise and regulate their emotions. Children generally develop the social skills,

confidence and knowledge they need to prepare them suitably for moving on in their education.

Behaviour, attitudes and establishing routines

Expected standard 

Leaders have adequate expectations for children's behaviour. Staff generally support children to understand rules and procedures, such as sharing and waiting patiently. Overall, this helps to create an environment where children are motivated to learn. However, there are some inconsistencies in the way that staff manage children's behaviour. For example, staff do not consistently support children to take part in routines, such as tidying up. Despite this, children generally respond positively to guidance and demonstrate positive attitudes to learning.

Children, including those with special educational needs and/or disabilities and those who face barriers to their learning, benefit from targeted support. Leaders use assessments to track patterns in children's behaviour. They work in partnership with other professionals, which helps to strengthen support within the setting. Additionally, leaders successfully encourage children's regular attendance. They ensure that parents understand their expectations for attendance.

Leaders and staff are positive role models for children. They are friendly, calm and respectful in their interactions with children and each other. Staff support children's emotional needs well. They encourage children to manage their feelings and to think about the needs of others. For instance, during stories, children receive encouragement to take turns to lift flaps in books. Overall, children develop positive attitudes to their learning. During group activities, they listen attentively and respond when prompted.

Children's welfare and wellbeing

Expected standard 

Leaders focus effectively on children's wellbeing. Children, including those with special educational needs and/or disabilities, develop self-confidence in the safe and caring environment through secure and trusted relationships. Staff know children extremely well and ensure that they meet their individual care needs. Staff provide effective support for children to look after their own needs. For instance, children wash and dry their hands and collect their belongings at appropriate times. This helps them to develop skills in independence. Overall, children benefit from daily routines, although these are not consistently embedded across the setting. Where routines are in place, they help children to feel secure and support their emotional wellbeing. This helps them to settle and engage with confidence.

Leaders and staff support children to lead healthy lifestyles. Children have consistent opportunities to access fresh air and exercise. This strengthens their physical development and wellbeing. They develop muscle strength and coordination through purposeful activities, such as climbing, running and balancing. Children benefit from fresh and nutritious food. They learn about healthy choices through everyday discussions and routines.

Leaders and staff provide respectful care practices. They always promote children's dignity. For instance, staff maintain children's privacy during nappy changing. Children learn to manage their own risks. For example, during imaginative play, they wrap barrier tape around

climbing equipment to keep danger out. This demonstrates their growing awareness of how to keep themselves safe.

Curriculum and teaching

Expected standard 

Leaders provide an ambitious curriculum, with a clear focus on communication and language. Staff model language and introduce new vocabulary, such as 'weight' and 'measure'. Staff teaching is underpinned by assessment of each child. This helps them to identify children's starting points and any gaps in their learning. Leaders provide tailored support, such as small key-group activities, designed to help children make progress in line with their ages and stages of development.

Leaders prioritise children's personal, social and emotional development. Children form secure attachments with staff and confidently approach them for comfort, such as seeking hugs. The key-person system helps children to feel safe and secure.

Staff provide opportunities for children to develop their knowledge and understanding of the world. For example, they introduce children to natural materials, such as fossils, while learning about past and present. However, the curriculum is not always sufficiently targeted to children's ages and stages of development. Staff do not always explain new vocabulary clearly. For instance, although children are introduced to new words, such as 'fossils', the meaning is not always fully explained to support their understanding. As a result, children do not always develop a clear understanding of the intended learning.

Staff promote children's physical development and wellbeing effectively. They provide opportunities for children to access fresh air and exercise. Staff support children to develop large motor movements and coordination while using a range of resources. Additionally, they provide opportunities for children to develop hand–eye coordination during mark-making activities.

Leadership and governance

Expected standard 

Leaders are committed to providing high-quality care. They work very effectively as a team. Leaders have a clear vision for continuous improvement. Overall, they are effective in identifying priorities for development. For instance, leaders have plans to extend provision to care for younger children. They have identified an area within the setting that younger children would benefit from. Additionally, staff are scheduled to undertake relevant training to ensure that they are well prepared to meet the needs of young children. Leaders aim for this to support the setting's sustainability and broaden access for families.

Leaders are committed to continuous professional development. They ensure that staff benefit from half-termly supervision sessions. This helps them to reflect on practice, review children's progress and identify additional training. Staff complete training, such as on manual handling and fire safety. Leaders have established highly effective partnerships with other professionals. This helps them to secure timely and appropriate support for children with special educational needs and/or disabilities and those who face barriers to their learning and development.

Partnerships with parents and carers are well embedded. Parents speak positively about the care and education their children receive. Leaders ensure that they carefully consider staff wellbeing. Staff report high morale and benefit from time during working hours to manage paperwork. Furthermore, they benefit from regular opportunities to meet together outside of the setting. This promotes a positive team culture.

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

Children are happy and relaxed. They arrive with confidence and are eager to start their day. Leaders and staff greet children and families warmly on arrival. They help children to feel safe, valued and to settle quickly. Children have established secure attachments with staff and positive relationships with their peers. Leaders are committed to promoting children's regular attendance through collaboration with parents and carers. This consistency helps children to understand attendance routines.

Overall, children listen and respond to leaders' and staff's guidance. They are well supported to look after their own needs. Children confidently locate their photos and name pegs, hang up their coats and bags, and put away their drinks and lunch boxes. These routines support children's independence skills and sense of responsibility. Children receive sensitive, caring support to separate from their parents. For example, staff engage them in tabletop activities, helping to focus their attention.

Children, including those with special educational needs and/or disabilities and those who may face barriers to their learning, are very well supported to feel safe, cared for and ready to learn. Leaders and staff use extremely detailed information that they collect from parents and carers. This helps them to follow children's routines from home, such as for sleeping and toileting. This supports children's emotional wellbeing and provides continuity of care.

Children are curious and enjoy their learning. They demonstrate confidence as they explore and investigate the variety of toys and resources on offer. They lead their own play. Staff facilitate this through enthusiastic interactions and encouragement. For instance, children regularly engage in imaginative play while playing with dinosaurs. They reach up high and pretend the dinosaurs are flying, while creating narratives. These opportunities support children's creativity and enhance their vocabulary.

Next steps

- Leaders should strengthen support for children to understand the expectations for their behaviour.
 - Leaders should ensure that the curriculum is tailored more precisely to children's ages and stages of development.
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About this inspection

The inspector spoke to leaders, practitioners, parents and children 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.

Inspector:

Loretta Murphy

About this setting

Unique reference number (URN): 110367

Address:

The Deverell Hall
London Road, Purbrook
WATERLOOVILLE
Hampshire
PO7 5JU

Type: Childcare on non-domestic premises

Registration date: 12/11/1992

Registered person: Deverell Hall Pre-School Committee

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Friday : 08:15 - 15:00, Thursday : 08:15 - 12:15

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 6 February 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

34

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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