

# The Shirley Pre-School

Inspection report for early years provision

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**Inspector**

Catherine Louise Sample

**Setting address**

St. James Road Methodist Church, St. James Road,  
SOUTHAMPTON, SO15 5HE

**Telephone number**

07941 242645

**Email**

juliecatling@hotmail.com

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## Description of the setting

The Shirley Pre-School is privately owned and serves the local community. It has been operating since 1963 and re-registered in 2009 due to a change of ownership. The pre-school operates from two rooms in the church hall which is situated in Shirley, Southampton. There is level access to the pre-school rooms and children are able to access a secure outdoor play area via two steps. The pre-school is open from Monday to Friday during term time, sessions are from 09:15 until 12:15.

The pre-school is registered on the Early Years Register to provide care for a maximum of 36 children at any one time. Children are accepted from the age of two years and nine months. There are currently 42 children on roll, of whom 23 are in receipt of nursery funding. The pre-school welcomes children with special educational needs and/or disabilities and children who speak English as an additional language. Nine staff are employed to work with the children. The majority hold early years qualifications to level three and above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing personal confidence and good communication skills in this supportive and welcoming environment. Staff have a highly effective partnership with parents which ensures that they are made fully aware of children's unique needs and can take effective steps to meet them. They are skilled at ensuring that all children can take part in activities whatever their stage of development or background. There are good systems in place to monitor and evaluate the effectiveness of the setting and staff work as a team to improve outcomes for children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident(Documentation). 15/10/2009

To further improve the early years provision the registered person should:

- develop systems to maintain a regular two-way flow of information with other providers
- further develop systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating

learning experiences for each child

## **The effectiveness of leadership and management of the early years provision**

Children benefit from having well-trained and knowledgeable staff who work well together as a team and share a commitment to continual improvement. There are effective systems in place for evaluating the quality of the provision which staff, parents and children have the opportunity to contribute to. A detailed action plan is in place which identifies various areas for development. Safeguarding children is prioritised. Staff understand the comprehensive child protection procedures and robust recruitment procedures ensure that only suitable people work with the children. Children's welfare is promoted by the efficient maintenance of most necessary records, although a written record is not made of the regular risk assessments that are carried out. Staff make good use of resources. Although the outdoor play area is small it is well-organised which ensures that children can do a varied range of activities outside. Toys are rotated to ensure that children have opportunities to play with a wide range and staff promote sustainability by making toys such as drums and drum sticks out of boxes, pipes and rubber bands.

Staff and parents have an excellent working partnership that ensures that key information is shared between them. Parents are given good quality information about the Early Years Foundation Stage curriculum and what their children are learning. They are also given ideas of how to extend their children's learning at home and have the opportunity to add their comments to their children's Learning Stories. Staff offer excellent levels of support to the whole family and have introduced innovative ideas, such as checking whether parents have applied for their child's primary school place. The pre-school has good links with local schools but is still developing partnerships with other providers where children attend more than one setting. All children are encouraged to take part in activities. Staff are made aware of children's individual needs and take positive steps to help them settle in to the pre-school and join in with activities. Children who speak English as an additional language and those who have special educational needs and/or disabilities are catered for well. Staff ensure that they are well supported and work closely with professional agencies where additional help is required. Children are learning about wider society and differences through using resources that show positive images of diversity, such as books and dressing-up clothes. They also celebrate festivals that are significant to children attending the pre-school.

## **The quality and standards of the early years provision and outcomes for children**

Children are making good progress as they take part in a varied balance of adult-led activities and free play. They are developing many independent skills, such as preparing their own snacks, and are confident and self-assured. They are able to share and take turns and play very well together. They have good communication skills and chat happily both to one another and to adults. They are encouraged to solve problems and think for themselves, such as working out how to run water

through the drainpipes. They use various electronic equipment and have opportunities to use tools to take apart old toasters and phones and explore the contents. Staff support children well by offering praise and encouragement and demonstrate a good understanding of children's individual learning needs. They make ongoing observations of children's progress which are linked to the different areas of learning and identify the next steps for each child. There is general planning in place but this is not directly informed by the assessments of each child.

Children demonstrate how safe they feel as they move around the setting confidently and decide when to go and have a snack and when to go outside. The premises provide a safe and secure environment for them to play freely. They are learning about personal safety as they take part in an annual road safety event and discuss safety issues with staff. They are also learning about good hygiene practice and healthy lifestyles. They follow rigorous hand washing procedures and discuss germs and illness. They help to prepare their own snacks and talk about how fruit and vegetables make you grow big and strong. Staff implement thorough health and hygiene policies and procedures to prevent cross infection. Children are involved in the local community. They entered paintings into the local fête and take part in activities at local schools.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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