

# Spring Road Pre-School

Inspection report for early years provision

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**Unique reference number**

131561

**Inspection date**

08/07/2010

**Inspector**

Coral Hales

**Setting address**

Itchen Scout Hall, Spring Road, Sholing, Southampton,  
Hampshire, SO19 2NZ

**Telephone number**

07764 201695

**Email**

m369xpo@talktalk.net

**Type of setting**

Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Spring Road pre-school registered in 1982 and operates from the scout hut in the Sholing area of Southampton. It is managed by a voluntary committee of parents and serves the local surrounding area. They are registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Sessions run each weekday morning during term time from 9.15am to 12.15pm and additionally from 12.45pm to 3.15pm on Wednesday and Thursday afternoons. All children share access to an enclosed outdoor area.

A maximum of 24 children may attend at any one time. Currently there are 50 children aged from two to under five years on roll; of these, 41 receive funding for early education. It is the policy of this group to accept children from the age of three years. The pre-school supports children who have special educational needs and/or disabilities and for whom English is an additional language.

The pre-school employs seven members of staff; of these, five hold appropriate early years qualifications and the lead practitioner has completed the first year of her Foundation Degree. The setting receives support from a teacher/mentor from the local authority and from a pre-school development worker.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are eager to learn. They make significant gains in their learning as staff are experienced, motivated, knowledgeable and very capable. There are excellent systems in place to monitor and evaluate the provision, incorporating the views of parents. Staff are proactive in building positive relationships with families and regular exchanges of information take place. All children, including those with English as an additional language and those with special educational needs and/or disabilities, make as much progress as possible given their capabilities and starting points. Effective links with some schools and other providers support children's individual needs and staff work closely with outside support agencies.

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

To further improve the high quality early years provision the registered person should consider:

- review and update the record of risk assessment to include any assessment of risks for outings.

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

Safeguarding systems are rigorous with all policies and procedures being known and implemented consistently by the staff. They are fully aware of their responsibilities for reporting any concerns and work closely with other agencies to ensure the safety of the children. Effective and detailed risk assessments are in place for the premises, with daily checks taking place. All outings with children are considered, although not added to the risk assessment.

The manager and her staff have high aspirations for quality and clearly demonstrate that they have the ability and knowledge to ensure that the provision is continually improving. The self-evaluation systems used reflect rigorous monitoring; they clearly identify what the setting does well and what it needs to improve. As a result, actions taken are well targeted. Teaching is excellent. Staff are self-motivated, enthusiastic, experienced and highly skilled in this well established setting. They work exceptionally well as a team. Children's needs are met extremely well as staff make very effective use of training to continue with their professional development. The premises are well maintained, child-friendly and set out exceptionally well to interest and stimulate the children and to promote their learning. An excellent range of resources that reflect different mediums and materials and differences are accessible on a daily basis. This enables them to lead their own play.

Staff value the diversity of individuals. They are highly effective in ensuring that all children are well integrated into the setting, achieving as much as they can. Effective settling in procedures and regular meetings with parents help new children to settle and adjust to the different environment.

Partnerships with parents are very well established and ensure each child's needs are met. Their views are actively taken on board and developed to enhance the provision and outcomes for children. Excellent communication allows for information, knowledge and expertise between all involved with children's learning, development and welfare to be shared. Effective links are in place with other professionals and children benefit from the shared information.

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

Children play a full and active role in the setting, they are curious and love to explore. They have access to an excellent range of worthwhile experiences linked to all areas of learning. Staff have an exceptionally thorough knowledge of the Early Years Foundation Stage framework. They use this secure understanding of how children learn to plan rich and challenging activities to stimulate them. Staff observe and record children's achievements successfully, linking the learning to the different aspects of the early learning goals. Development files show clear and consistent improvements in all areas and next steps are planned.

Staff interact at the children's level and very skilfully extend their learning alongside everyday play. For example, whilst playing in the soapy water children use hand whisks to make lots of foam. Staff introduce them to new words, such as whisk, and explain its purpose. One child says 'mummy has one and she uses it to make cup cakes'. Children love to sing. They join in with 'Incy Wincey Spider' with enthusiasm and eagerly follow the movements with their hands. They show excellent levels of imagination as they role-play being the customer and shopkeeper in the very well resourced 'shop area'. They discuss how much items cost and give change and their mathematical skills are well developed. For example, they show skill and understanding as they weigh items on the scales.

Children learn the importance of good hygiene through regular daily routines. Sensitive support helps them whilst they become independent in their personal care. All staff are first aid trained and accidents are documented appropriately. Children enjoy a good range of activities, which promote their understanding of maintaining a healthy lifestyle. A wide variety of planned opportunities are available on a daily basis for children to be out of doors, with the outside area being accessible throughout each session. For example, they have lots of fun as they play a ball game with one of the students. They listen well and show skill with most children catching the ball. They smile with pleasure when praise is given for their achievements and this promotes confidence in their abilities.

Children show a sense of security. They feel safe, settled and understand expected behaviour. They have excellent relationships with each other and the staff. Children show high levels of independence, co-operation and negotiation. Behaviour is excellent with staff sensitively supporting any issues that arise. Children show a good awareness of where they are and their place in society. They are confident, capable and self-motivated and are developing an understanding of how to take some responsibility for own actions.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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

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### Outcomes for children in the Early Years Foundation Stage

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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met