

# Netley Abbey Pre-school

Netley Abbey Infant & Junior School, Westwood Road, Netley Abbey, SOUTHAMPTON, SO31 5EL

<b>Inspection date</b>	22/04/2014
Previous inspection date	22/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## **The quality and standards of the early years provision**

### **This provision is good**

- Children are keen and well-motivated individuals who thrive in the well-planned, stimulating learning environment. They make good progress from their starting points.
- All the staff interact and support children's freely chosen play extremely well.
- The partnership with parents and other agencies is strong and successful.
- Management pay good attention to safeguarding the children's welfare.

### **It is not yet outstanding because**

- On rare occasions, the staff miss learning opportunities to fully extend children's speech.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with one of the managers.
- The inspector had discussions with the managers and looked at documents regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

## Inspector

Lorraine Wardlaw

## Full report

### Information about the setting

Netley Abbey Pre-school registered in January 2009 and operates from Netley Abbey Infant School. The provision is open from 8.45am to 3.15pm from Monday to Thursday, and until 11.45am on Fridays. Children have use of a classroom with adjacent toilets and a fully enclosed garden area. The pre-school is easily accessible. Children also have use of the library, playground and the hall in the infant school. The pre-school supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. The pre-school is registered on the Early Years Register. There are currently 61 children on roll. The setting is in receipt of nursery funding for two-, three- and four-year-olds. A total of seven staff work with the children. All hold a relevant early years qualifications. One member of staff is working towards an early years foundation degree.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop the youngest children's spoken language further by accepting their own 'baby' words but also modelling the correct vocabulary.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children across the pre-school benefit positively from their early years experience. All children are aided successfully to make developmental progress from their starting points. This is because of the stimulating, enabling and welcoming play areas of the pre-school and the individual support they receive from the practitioners. In addition, there is a good balance of child-led and adult led planned activities on offer. All the staff support children's learning and development well because they have a good understanding of the Early Years Foundation Stage framework and fully understand how young children learn. They get down to children's eye level and interact with children purposefully and with enthusiasm, building on what each child knows and can do. For example, when children are keen to find bugs in the outdoor area, staff support their curiosity well by providing a plentiful selection of magnifying resources for children to choose from, so that they can study the tiny creatures more closely. This motivates other children to join in on a 'bug hunt', and they talk with confidence and excitement about what they have found. Staff use skillful questioning to support and extend children's language, encouraging children to explain how they know that the woodlouse is dead, to talk about how many legs they can see on the centipede and to describe how they are moving. Children develop valuable mathematical skills as staff encourage them to count the number of creatures they have collected and to notice variety among them, such as differences in their size, and in the

number of their legs.

The child-friendly, stimulating environment and well-chosen play resources effectively support children's all-round development. There are clearly defined play areas for construction, small world play, mark making, information technology and role play, for example, which means children are able to make good choices in their play. Children know where the resources are located because of the good labelling system and they access them freely.

Staff generally support children's communication and language skills well, so that children make good progress and develop skills that will prepare them well for their future learning. For example, staff plan talking and listening activities, such as a 'listening walk' outdoors to encourage children to listen to and distinguish the different sounds that they hear. Children are very engaged and motivated in this activity, contributing their ideas and using their imagination when asked what they can hear. Staff help children to develop good and attention skills as they encourage them to tap different materials with sticks to hear the different sounds they make, and they ask varied questions to encourage the children to think and talk. However, although adults are clear on their teaching and learning aims during these good activities, very occasionally they miss opportunities to focus closely on what children are saying, to extend the children's language fully. For example, when a child who had experienced delay in speaking skills says excitedly, 'Look a leaf!' and points to the tree, staff do not fully acknowledge the comment to extend and encourage further talk.

Overall, however, the staff have high expectations of all children. They carefully observe children's play so they can make good assessments and they record children's progress well across all seven areas of learning. This includes the written progress check on children between the ages of two and three years. Overall, accurate next steps for children's learning are identified, shared with parents and implemented by the staff, who know the children extremely well.

### **The contribution of the early years provision to the well-being of children**

All children are very settled, happy and show they feel emotionally secure in the rich and enabling environment. Overall, an effective key person system means young children form strong bonds with the adults, who are responsive to their needs. Children relate well to their special person, who plans activities and liaises with their parents for effective home links to ensure children make the best progress while at the pre-school. All children demonstrate they have built good relationships with the adults and their friends. They often show good negotiation skills as well as kind and helpful behaviour towards their friends, during purposeful play indoors and outdoors during role-play in the home corner, for example. All children behave extremely well because staff are good role models and have good teaching strategies to reduce conflict and. For example, children use a sand timer to take turns with one another on the wheeled toys outdoors.

The staff pay particularly good attention to promoting healthy lifestyles. Older children use

the toilet independently and wash their hands unprompted because they are well aware of the routines to keep healthy. They confidently talk about why they need to wash their hands before eating. Staff are observant and remind children about using a tissue when they sneeze. Children enjoy nutritious snacks of various fruits and drinks mid-morning because they are learning to make healthy choices. Free-flow indoor and outdoor play means that children can have plenty of physical exercise and fresh air. Children enjoy developing their movement skills as they pedal tricycles and scooters, skilfully manoeuvring around and using the space well.

Staff offer a lot of praise and encouragement, and all children show they feel safe and secure through the attention they receive from the staff. They behave in a safe manner and are learning to keep safe by the staff who offer them clear guidance, such as not climbing on wet equipment before it has been dried to stop it being slippery. The next stage in children's learning, as they move from pre-school to the on-site school, is managed well. The teachers and headteacher visit, and the pre-school shares school facilities, such as the outdoor areas and the library. Children are invited to school Christmas performances. These opportunities mean that children become familiar with where they are going and with their new teachers.

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

The providers who manage the pre-school work collaboratively with their staff to ensure they implement effectively the Early Years Foundation Stage requirements. Robust procedures are in place for the recruitment, vetting and induction of staff to ensure they are suitable and understand their role. Safeguarding and welfare policies and procedures are implemented well by the management team. For example, they inform Ofsted of a potential safeguarding concern as soon as they are alerted to it by a Local agency. The staff make security and safety arrangements a priority. For example, there are robust systems to keep children safe when they are collected at the end of the session. All staff are fully trained and understand the child protection procedures, which include what to do if an allegation is made against a member of staff. They express confidence in raising any concerns with the management team or external agencies if necessary. They are fully aware of each person's responsibilities and use associated safeguarding documentation.

The staff's ongoing suitability and performance is regularly discussed during supervision and regular appraisals. The staff team are well trained and they attend regular courses, to develop their skills and knowledge, and this impacts well on ongoing provision. The managers and staff team have a clear picture of the pre-school's strengths and areas for improvement. Management have very recently completed an Ofsted self-evaluation form, which accurately describes and benchmarks the work of the pre-school. A robust action plan is in place, which focuses on the imminent move out of the school classroom into a modular building within the school grounds.

Partnership with parents is successful. Staff are welcoming and friendly when parents arrive, with staff greeting each family positively. Parents speak very positively of the pre-

school; of their child's love of attending the setting, of how they are involved in their child's learning processes and of the very good communication systems. Other parents talk about how 'fantastic' the staff are and how much developmental progress their child has made since attending the pre-school. A good system is in place to link learning to children's home life through 'Querk's diary'; a soft toy that goes home with the children. Partnerships with external agencies, with the school and with other settings that children attend, are well established. For example, they exchange written progress reports with other providers and share any concerns about children. In consultation and agreement with parents, staff seek good support when they identify children who are not at the expected levels in their development. They request expert guidance from other professional agencies to gain a full picture of each child's needs. This means they successfully help all children to make good progress from their starting points.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY379201
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	962149
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Lesley Dunn and Teresa Chalk Partnership
<b>Date of previous inspection</b>	22/11/2013
<b>Telephone number</b>	07880 591 946

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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