

# The Shirley Pre-School

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

## Inspection date

01/12/2014

Previous inspection date

24/09/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff know their key children very well and this enables them to make challenging learning plans to support children's good progression across all areas of learning.
- The successful relationship between the parents, staff and children is effective and promotes ongoing continuity of care and learning.
- Staff work hard to create a welcoming and stimulating environment for all children.

### It is not yet outstanding because

- At times, the focused planned activity does not engage the interest of all the children in the group.
- Children do not have instant access to water to support their good health, as they have to ask staff if they want a drink during the session.

## **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 spoke to parents, children and staff throughout the inspection.
- The inspector sampled documentation including records kept on the children including planning and assessments.
- The inspector observed children undertaking range of activities in both the play rooms.
- The inspector completed a joint observation with the manager.

## **Inspector**

Amanda Shedden

## Full report

### Information about 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 an enclosed outdoor play area via two steps. The pre-school is open Monday, Tuesday and Wednesday 9.15am to 2.15pm, Thursday and Friday 9.15am to 12.15pm. The pre-school is registered on the Early Years Register. Children are accepted from the age of two years and nine months. The pre-school receives funding for the provision of free early education for two, three and four year olds. The pre-school welcomes children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. Ten staff are employed to work with the children. The majority hold early years qualifications at level three and above.

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

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

- improve adult-led focused activities to ensure that they motivate and enthuse the children to participate to maximise their learning
- review the arrangements for fresh drinking water to ensure that all children can access it independently when they are thirsty to support their good health.

### Inspection judgements

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

Children clearly enjoy their time in the pre-school. They are eager as they arrive to separate from their parent and carer, and engage in activities of their choice. Skilled staff show a genuine interest in what children are saying and doing, supporting their independence well. Children participate in a balance of adult-led and child-initiated activities. Children enjoy dressing up admiring themselves in the mirror and they then decide to, 'Go to work in Santa's factory'. The staff enhance their imaginary game as the children pretend to wrap parcels by talking to them about what shape their parcels are, what colour wrap they are using and helping them to put bows on the parcels.

Staff plan a wide range of activities for the children to enjoy and develop a range of skills. However, on occasion the planned group activity does not always interest all of the children and they do not wholly participate. During music sessions, children use claves and contribute to the session through skilled questioning by the staff. They are asked to

remember words they have been introduced to previously like what volume and tempo mean, receiving praise for their efforts. Children choose how to use them, tapping them on the floor, banging them on each side of the stick and then as a group do them softly, quietly then fast and quickly.

Children self-select different painting activities using easels for individual painting or participating in a large painting activity, which will be displayed in the room. The encouraging conversation with staff result in children to talking about and understanding what happens to colours when they are mixed together, or what happens when different substances like glitter are added.

Staff complete observations and assessments on the children during their play. They gather information from parents as they start and involve them in their children's ongoing learning. Staff complete the progress check for two-year-old children and involve parents in this process. Parents are aware of their child's key person and the areas of development the pre-school are working towards for their child.

Staff use a range of teaching methods reflecting the different ways that children learn. The day is planned well to promote children's overall learning. Staff use their skills and knowledge to enhance the day-to-day play, for example, to promote children's communication or their understanding of shapes or colour. The children are very enthusiastic learners and are keen to participate.

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

Each child has a key person and they spend time getting to know the children and their families well. Staff value all contributions from the parents and lines of communication are ongoing. Effective partnerships with parents ensure an open two-way-flow of information for the benefit of all children. This enables the staff to meet the individual needs of the children at all times. Children confidently share their views, opinions and thoughts with staff expressing themselves freely. Staff respond well to the children, giving them a sense of belonging and children are fully involved in their learning. This helps prepare them for their next stage in education, such as school.

Children move around the pre-school with ease, exploring the resources and their play and learning environment. As a result, of the positive relationships the children form with the adults in the pre-school they demonstrate good levels of self-confidence. They work well together taking turns and cooperating with each other. Effective strategies are in place to encourage positive behaviour resulting in children behaving well and responding to the pre-school rules.

Staff are positive role models and respond well to the children, listening carefully to conversations and valuing the children's input. All children are beginning to learn the importance of keeping themselves safe through discussion and practise. Before undertaking woodworking the children talk with the staff about how to stay safe as they hammer the nails in. This results in children not putting their hands too close to the nail or

swinging the hammer up high. Children practise the evacuation procedure with staff so they know what to do in case of an emergency.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children show an awareness of good personal hygiene as they wash their hands at appropriate times. Children's self-care skills are developing well; children pour their own drinks and help to prepare the fruit at snack time. However, during the session the access to water is not always visible to the younger children and they have to ask for a drink when they are thirsty or wait for it to be offered. The pre-school have access to a small outdoor area where staff rotate the resources according to the theme of the week or the weather. The staff supplement this each day as the children undertake large physical play using, for example, bats and balls or running games indoors to support their physical development.

Quality child-initiated play is fostered through the well set-up and attractive playrooms, which provides many good quality activities and resources for children. The interaction of the staff enhances children's learning and many examples of the children's work are displayed giving children a sense of belonging and pride.

Staff have devised good procedures to share information with other early years settings that children may attend. The staff have developed positive relationships with the schools the children will attend. Children visit the schools during the year to watch plays or participate in activities, such as the visiting farm. Staff exchange useful information with the school all of which supports children's move from pre-school to school smoothly.

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

The manager and staff work together to promote the outcomes for children. Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage and how individual children learn. Key persons work directly with their designated children, undertaking regular observations and taking photographs. They use this information to assess children's progress accurately. The manager then monitors their progress across all areas of learning. This enables her to be aware of any gaps between different groups of children. Staff use their regular assessments of children's progress to inform the planning. Generally, this helps to ensure planning reflects the needs of the children at the time that is right for them. Staff discuss the children regularly so all members of the team are aware of the areas of learning each child is striving to achieve. This helps to promote all the children's progress consistently.

All staff have a very good understanding of safeguarding procedures and know how to implement them. Through discussion, staff demonstrated an awareness of signs and symptoms that would cause concern, such as unexplained bruising or a change in the children's behaviour. Staff inform the parents about safeguarding procedures through discussion and access to the policies. Staff maintain a safe and secure learning environment for children to play. Staff complete an annual risk assessment and carry out

daily checks to ensure the playrooms and outdoor area are safe. All visitors are required to show identification and sign in on arrival to prevent unauthorised persons accessing the premises.

There are good recruitment procedures to enable management to appoint suitable staff for different roles. Staff are required to complete an annual declaration to support their ongoing suitability. All staff undergo a thorough induction and annual appraisals to review their knowledge and skills on a regular basis. Staff identify any training courses or workshops they would like to attend for their personal development. The manager arranges in-house training with external trainers to support staff in their professional development. The staff team work very well together and they all contribute to the pre-school's self-evaluation along with information from the parents and children. This results in all staff contributing to changes in the pre-school, which continues to improve the outcomes for children. They have met the recommendations from their last inspection.

A strong emphasis is placed on building successful partnerships with parents and others to ensure children's needs are effectively met. Parents speak positively about the pre-school; that staff are very friendly, they know their child well and they can see the progress they are making. There are clear lines of communication in place to ensure there is successful continuity of care and learning for children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY386986
<b>Local authority</b>	Southampton
<b>Inspection number</b>	838279
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Julie Ann Catling
<b>Date of previous inspection</b>	24/09/2009
<b>Telephone number</b>	07941 242645

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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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