

# Little Berries Pre-School

Sure Start Childrens Centre, Hollybrook Junior School, Seagarth Lane, Shirley,  
Southampton, Hampshire, SO16 6RL



## Inspection date

9 June 2015

## Previous inspection date

21 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have an excellent understanding of children's individual needs. This helps children of all ages form strong attachments, successfully promoting children's physical and emotional well-being.
- Children benefit enormously from the stimulating environment and excellent range of high-quality, easily accessible resources which promote their learning indoors and outdoors well.
- Staff complete regular assessments of children and use these effectively to plan interesting and challenging activities for them. As a result, children of all ages and abilities are making good progress in their learning.
- Skilled staff continually model language and new words to promote children's communication and language skills effectively.
- Partnerships with parents and other professionals are strong. This means that children receive the support they need to meet their individual needs well.
- The manager shows strong leadership. She monitors staff practice effectively helping staff improve their knowledge, understanding and practice, which benefits children.

### It is not yet outstanding because:

- Staff do not always take into account the younger children's abilities and level of understanding when organising large group activities. As a result, some children become less interested.
- Staff do not always make the most to incorporate numbers, sizes and measurement during outdoor play activities to enhance children's learning experiences.

## What the setting needs to do to improve further

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

- review the organisation of group activities to make them more engaging for younger children to fully extend all children's learning
- strengthen staff's use of mathematical language for numbers, space and measurement across children's play and learning experiences.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector talked with staff, parents, and the manager.
- The inspector completed a joint observation with the manager,
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector looked at the systems used to review and evaluate the pre-school.

## Inspector

Dinah Round

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy their time at pre-school. They are confident and motivated to learn as they eagerly explore their environment and make choices about where and how they want to play. The quality of teaching is good. Staff skilfully engage children in purposeful play with positive interactions and extend children's learning experiences effectively. During the model making activity, children used their imagination well, selecting materials to use to construct their models, telling others, 'I'm making an ice cream'. Staff provided help when needed but did not take over, allowing children to learn to do things for themselves. This promotes children's active learning well. The staff organise large group activities daily with stories, songs and rhymes, which engage most children. Children are fascinated as they use their senses to investigate the corn flour and water. Staff introduce new words such as 'gooey' and 'sticky'. This helps to increase children's vocabularies well. These activities help to prepare children well for the next stage in their learning. Staff communicate regularly with parents about children's achievements and parents are actively encouraged to contribute what children are learning at home.

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

Staff work supportively with families to find out about each child's individual needs, which means children settle extremely well. The staff provide lots of reassurance for new and less confident children. Consequently, children thrive in the warm, caring and nurturing environment. Children show good independence as they eagerly select their resources from drawers and cut up their own vegetables at snack time. Staff provide children with clear and consistent messages to help them learn to share and take turns. Consequently, children have positive relationships with others and play together well. Good use is made of the outdoor areas to extend children's learning and the children enjoy a broad range of challenging play activities. This helps them develop new physical skills and promotes their good health very well. Staff have a good understanding of child protection and follow safe working practices to support children's health, safety and well-being.

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

Management and staff have a good understanding of requirements and implement them effectively. Robust recruitment arrangements check the suitability of staff to work with children. Well-qualified staff work together to make sure that all children receive good support in their learning. Ongoing evaluation and reflective practice by the whole staff team contribute towards the continuous improvement of the pre-school. Training on how to best to support children with English as an additional language has helped staff identify further ways they can support the children's communication skills. Regular opportunities to share information between staff and other professionals contribute towards children receiving the support they need.

## Setting details

<b>Unique reference number</b>	EY411784
<b>Local authority</b>	Southampton
<b>Inspection number</b>	831951
<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>	35
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Little Berries Pre-School Committee
<b>Date of previous inspection</b>	21 January 2011
<b>Telephone number</b>	02380915533

Little Berries Pre-School registered in 2010. It is situated in Basset Lordswood Children's Centre, within the grounds of Hollybrook Junior School in Lordswood, Southampton. The pre-school opens five days a week during term-time only. Sessions operate between 9am to 3pm. A breakfast club is provided from 8.30am to 9am if there is demand. The pre-school receives early education funding for children aged two, three and four years old. The pre-school employs 10 members of staff and eight staff work with the children. Of these, seven hold early years qualifications and the manager holds Early Years Professional Status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

