

Manor Road Pre-School

Festival Hall, Merryoak Road, Southampton, SO19 7QR



Inspection date

11 September 2015

Previous inspection date

15 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Some staff are more confident than others in extending children's learning through play and well planned activities.
- Children who speak English as an additional language are not always supported well by staff to extend their learning. This means they do not make as much progress as other children in some areas of learning.
- Not enough attention is given to ensuring that all groups of children make as much progress as each other.

It has the following strengths

- Children clearly enjoy their time at pre-school. They have good relationships with the staff and make friends easily. They are beginning to develop skills in looking after themselves and are becoming independent.
- The pre-school supervisor and management committee have worked hard since the last inspection to make improvements. Many of these are still in the early stages but show a secure foundation to build on.
- Clear procedures are in place to keep children safe. Staff are vigilant in protecting children from harm and understand their responsibilities in reporting any concerns they may have.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ continue to develop staff practice so that all children benefit from consistently good or better teaching, both inside and outside	31/12/2015
■ make better use of information gained through assessment to ensure any gaps in children's learning, or groups of children's learning, are quickly identified and planned for	31/12/2015
■ improve the teaching and learning experiences of children who speak English as an additional language to ensure they achieve as well as their peers in all areas of learning.	31/12/2015

Inspection activities

- The inspector observed the quality of teaching and support for children's learning both inside and outside.
- The inspector talked to staff to assess their understanding of safeguarding policies and their responsibilities in keeping children safe.
- The inspector carried out a joint observation with the pre-school supervisor to assess the quality of teaching.
- The inspector sampled a range of documents, including: staff files, records of children's progress, checks that staff have been deemed safe to work with children and child protection information.
- The inspector talked to parents who were available on the day of inspection to gather their views.
- The inspector assessed how well staff understand children's learning needs and monitor their progress.
- The inspector talked to the pre-school supervisor and the chairperson of the management committee about the improvements that have been made since the last inspection and to discuss the effectiveness of staff recruitment and safeguarding arrangements.

Inspector

Jo Caswell HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

The pre-school has had a turbulent year with many staffing issues to deal with. These have been managed well but have taken considerable time. This has meant the new supervisor has not been able to make as many changes as she would have liked to in the five months she has been in post. Despite this, her expertise in early years has quickly identified the priority areas for improvement and changes are starting to happen. The supervisor has a realistic view of the setting's performance and is working with staff to build their confidence through one-to-one meetings. Staff now access training to enhance their skills, although the quality of teaching is still variable overall. Safeguarding arrangements are effective. Improvements have been made to the recruitment procedures and ways staff record and report any concerns about a child's welfare. Partnerships with parents and other settings are developing.

Quality of teaching, learning and assessment requires improvement

Where teaching is better, staff support children's learning well. For example, they play alongside children and provide a narrative about what children are doing. This extends children's communication skills and helps them to learn new words. A particular focus on language development is helping many children make good progress and develop their skills ready for starting school. During role play, the more confident and experienced staff help children to think things through and to recall their own experiences. However, other staff lack confidence and experience. As a result, they don't always talk to the children as much and sometimes supervise children, rather than enrich their learning. At times, not enough attention is given to children who speak English as an additional language. This means their learning needs are not always sufficiently well supported.

Personal development, behaviour and welfare require improvement

Children are beginning to develop the skills they need to learn. They show increasing confidence as they start to make friends with the other children and have warm relationships with the staff. During the pre-school routine, they develop some levels of independence. For example, they find their name when they arrive and choose their own activities. Children behave well and they enjoy listening to stories as part of a group. Staff are beginning to help children learn about the wider world, how to be kind to one another and to show respect for the things around them. Children have a developing awareness of safety and how to look after themselves. For example, they understand they need to sit down while on the slide, or they may have an accident. Topic work helps children to learn about the wider world and how to keep themselves safe.

Outcomes for children require improvement

All children make progress, but some make faster progress than others. This is particularly evident for the few children who speak English as an additional language. Further analysis of the progress of other groups of children, such as boys and girls, is in the early stages. The information about how children learn is beginning to be used well to target more support.

Setting details

Unique reference number	EY475719
Local authority	Southampton
Inspection number	1008967
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	39
Name of provider	Manor Road Pre-School Playgroup Committee
Date of previous inspection	15 September 2014
Telephone number	02380 576300

Manor Road Pre-School has been established since the 1960s. It registered in its current premises in 2014. The pre-school opens Monday to Friday, during term times only, from 9am to 12noon and from 12.30pm to 3.30pm. An optional lunch club operates from 12noon to 12.30pm. The pre-school is managed by a committee of parent volunteers. Children have use of an enclosed outdoor play area. The pre-school provides funded early education for children aged three and four years. It is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 39 children in the early years age range on roll. The pre-school supports children with special educational needs and/or disabilities, and children who learn English as an additional language. A team of eight staff work with the children. The pre-school supervisor holds Early Years Teacher Status.

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