

# Squirrels Corner Pre-School

Townhill Way, West End, Southampton, Hampshire, SO18 3NU



## Inspection date

23 September 2015

Previous inspection date

6 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- High priority is placed on supporting children's communication and language skills. Staff talk to children about what they are doing, model language and give them time to respond when they ask questions. Consequently, all children become confident and self-assured speakers.
- Children with additional needs are supported extremely well. Close partnership working with parents and other professionals ensure children receive the intervention and support they require in order to achieve their individual potential.
- Leaders and managers share the same vision for the pre-school and this is embedded in daily practice. The management work as a team to continually improve the provision. They have high expectations of staff and meet regularly to discuss practice and monitor the impact improvements have had on the quality of the provision.
- Children thrive as they become confident and independent learners keen to explore and learn through an exciting range of experiences, both inside and out. Children build positive relationships with their peers and are well prepared for the next stage in their learning.

### It is not yet outstanding because:

- Leaders do not have a secure enough picture of how well groups of children who attend the pre-school are progressing.
- Opportunities to keep all parents more regularly informed about their child's next steps in their learning and how to support this at home have not been fully considered.

## What the setting needs to do to improve further

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

- introduce systems to monitor the progress made by different groups of children in order to identify and close any differences in achievement
- find ways to share information more regularly with parents about children's next steps in their development so they can support and extend children's learning further at home.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector held a meeting with members of the management team, including the committee.
- The inspector spoke to staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector looked at a range of documentation, including records of the progress children have made, evidence of suitability of staff working in the pre-school and action plans for improvement.

### Inspector

Gill Wallace

## Inspection findings

### Effectiveness of the leadership and management is good

Robust performance management arrangements ensure staff continue to develop their expertise and skills through regular developmental opportunities. For example, recent training has seen the introduction of new teaching techniques, including 'bucket time', which has had a positive impact on developing children's listening and attention skills. Leaders have significantly enhanced the outside learning environment to provide a wide range of sensory experiences for children to explore. This continues to be developed through the introduction of the mud kitchen and bug house. Even the youngest of children show great fascination and curiosity as they watch the worm they have found wriggle around in the bug catcher. Safeguarding arrangements are effective and all staff know and implement secure procedures to promote children's health, safety and well-being.

### Quality of teaching, learning and assessment is good

Children have wonderful opportunities to express their imagined ideas and pursue their curiosity through play. They show great fascination in the pre-school snails, Sid and Sally, and relish opportunities to explore how they move. Staff make excellent use of opportunities to talk to children and question them. For example, they discuss the different features of the snails and talk about how they carry their homes on their backs. Children suggest feeding the snails. They cut the vegetables left over from snack time before placing the snails gently back in the tank so they can eat. Staff are excellent role models to children and support them to solve problems for themselves. For example, younger children compare the straight and curved edges as they work out where to place the pieces in the puzzle. Highly skilled staff know when to support and when to sit back and observe to ensure children lead their own learning.

### Personal development, behaviour and welfare are good

The routine and wonderful organisation of the environment allows children to make choices about where they play and what they do. Consequently, they are engrossed in their learning and their behaviour is very good. Younger children settle exceptionally well. They are confident to fetch their comforters when they become tired and place these back with their belongings very quickly as they become immersed in another activity. Staff know all children extremely well and the key person system is highly successful in strengthening relationships between home and the setting. Staff identify targets for each child to work towards that feed into the weekly planning. Parents currently meet each term with the key person to discuss their child's progress and how they can support their development at home.

### Outcomes for children are good

Staff have an excellent knowledge of children's interests and abilities and skilfully adapt their approach to support and challenge children in their learning. Robust assessment and monitoring of individual children's development ensures that gaps in children's achievements are identified and appropriate targets set to work towards. Consequently, all children make good progress. They are keen to participate in activities and play a dynamic role in their learning. Older children develop the key skills they need to start school.

## Setting details

<b>Unique reference number</b>	131562
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1027692
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Squirrels Corner Pre-School Committee
<b>Date of previous inspection</b>	6 March 2014
<b>Telephone number</b>	07808 436313

Squirrels Corner Pre-school opened in 1991 and re-registered in 1998. It operates from Moorlands Community Centre in the West End of Southampton. The pre-school operates from one room and there is an enclosed outdoor play area. It is open each weekday from 9am to 3.30pm during school term times. Children attend from the local community and surrounding areas. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school provides free early education for children aged two, three and four years. There are six staff who work directly with the children, all of whom hold early years qualifications at level 3 or above.

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