

Forest First Pre-School

Heather Road, Blackfield, Southampton, Hampshire, SO45 1DZ



Inspection date

7 October 2015

Previous inspection date

16 May 2011

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

- Children thoroughly enjoy their time at the pre-school and are very happy and relaxed in the welcoming environment. Staff enable them to take part in and enjoy a wide range of activities, which stimulate and motivate them to learn.
- Effective leadership and management bring about continuous improvements in the professional development of staff and, therefore, the outcomes for children. Staff attend training to increase their professional development, which has a very good impact on the learning experiences they offer children.
- Overall, the quality of teaching in the pre-school is very good. Staff ensure all children are making good progress in their learning. Staff prepare children with less experience and confidence when they begin pre-school well for the next stage in their learning.
- All children are respected and valued and staff are sensitive to children's individual needs. Children form strong attachments to staff, which helps them develop confidence and self-esteem that helps them to learn.
- There is a very good partnership between the staff and parents. Staff and parents ensure that they share key information between them. Parents express confidence in the good standard of care, communication and their children's preparation for the future.

It is not yet outstanding because:

- Some staff do not always use skilful questioning techniques to strengthen children's learning.
- Staff do not consistently extend children's mathematical skills. They do not plan varied and imaginative experiences to help children learn mathematical language to name and talk about the features of everyday objects.

What the setting needs to do to improve further

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

- support all staff to extend children's learning further through discussions and asking effective questions to encourage them to think more
- extend children's mathematical skills by helping children learn mathematical language to name and talk about the features of everyday objects.

Inspection activities

- The inspector held a meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector observed staff's interaction with the children and the quality of teaching in both the inside and outside environments.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector sampled a range of documentation, including safeguarding procedures, and looked at children's assessment records.
- The inspector completed a joint observation with the manager.

Inspector

Alison Large

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Children show they feel very safe and secure in the pre-school and arrangements for safeguarding the children are robust. The manager ensures all staff have a very good understanding of safeguarding procedures and their roles and responsibilities. The manager and staff team work well together. They have a good understanding of the requirements of the Early Years Foundation Stage. They regularly monitor and check that children's progress is moving forward. They all demonstrate a commitment to promoting good quality provision. The manager and staff evaluate the pre-school provision to identify strengths and areas for improvement. They have arrangements to liaise with other settings the children may attend to share information about their learning and development.

Quality of teaching, learning and assessment is good

Staff make the pre-school a welcoming environment for the children, who move around freely and use a wide range of activities and resources. They quickly settle into the session and independently make choices about their play. Staff plan a variety of exciting activities for the children, which help them make good progress in their learning. Staff support children well. Children have opportunities to explore resources to discover how things have different textures, for example, by playing with dry rice and pasta or squeezing the play dough. Staff assess children and plan to ensure the activities and learning experiences effectively support children's interests and the next steps in their learning. Staff are good at getting down to the children's height when talking to them. Staff encourage children to listen to what they are saying. This approach contributes to the building of good relationships and listening skills, which help children prepare well for school.

Personal development, behaviour and welfare are good

All children are included and supported well and the staff team fully promotes equality and diversity. Staff make good use of resources to promote children's learning and development. They fully ensure the children's health and safety within the pre-school. Children behave well. They play and cooperate well, developing relationships with each other. Children learn good hygiene routines, including brushing their teeth at the start of each session. Parents inform staff if their child has any health or dietary issues. Snack and lunch times are happy social times for the children when they sit together and chat. All staff are committed to making sure the children's move on to school is as easy as possible.

Outcomes for children are good

Children make good progress in their learning and develop the skills they need to be ready for school. For example, they learn respect for others and how to behave in appropriate ways.

Setting details

Unique reference number	EY270103
Local authority	Hampshire
Inspection number	847152
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	19
Name of provider	Totton College Partnership
Date of previous inspection	16 May 2011
Telephone number	023 80894425

Forest First Pre-school registered in 2003 and is managed by Totton College. It operates from the Sure Start centre in Blackfield, near Fawley, Hampshire. The pre-school is open each weekday from 8.30am to 3.30pm. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school employs five staff; of these, all hold early years qualifications.

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