

# St Francis Pre-School

Valentine Infants School, Valentine Avenue, SOUTHAMPTON, SO19 0EQ



<b>Inspection date</b>	23 October 2015
Previous inspection date	15 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff know all the children very well. They use detailed observations of children to make accurate assessments of their learning. Staff plan challenging next steps in learning that promote children's good progress.
- There is an efficient key-person system and all children are well cared for. Warm relationships between children and staff help to ensure they are confident and happy.
- The inside and outside spaces are well laid out, bright and well equipped. Children confidently choose from a range of engaging activities. The atmosphere is calm and welcoming.
- Staff demonstrate effective teaching skills when supporting children's development in speaking and listening in order to underpin their progress in other areas of learning.
- Staff work very closely with a range of other professionals and parents to provide children with the support they need to progress well.
- The leadership and management team is committed to making ongoing improvements to the pre-school to benefit the children. They ensure the well-qualified staff continue to update their skills and knowledge through regular training to promote further good outcomes for children.

### It is not yet outstanding because:

- Occasionally, staff do not recognise opportunities to challenge the thinking of the older children further.
- There are limited opportunities for children to explore sounds to help them learn to express themselves to music.

## What the setting needs to do to improve further

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

- make full use of activities to challenge older children's thinking skills consistently to help them make the best possible improvement in their learning
- build on children's interest in music to develop more opportunities for them to explore sounds and express themselves.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environments.
- The inspector conducted a joint observation with the lead practitioner.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Jacqueline Good

## Inspection findings

### **Effectiveness of the leadership and management is good**

The manager and staff team evaluate their practice continuously. The views of all people involved in the pre-school are sought and used to inform the self-evaluation and drive for improvement. Systems for the performance management of staff are embedded to ensure a highly effective level of practice. Staff have opportunities to attend training events to develop their skills and interests and, in turn, continuously improve the service offered. For example, recent behaviour management training has enabled staff to develop and adapt strategies to successfully manage the behaviour of younger children. Safeguarding is effective. Managers and staff are knowledgeable about the procedures to follow if they have concerns about a child. Systems for the safe recruitment of staff and monitoring of their ongoing suitability are rigorous.

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

Staff demonstrate a good understanding of the requirements of the Early Years Foundation Stage and how children learn. The quality of teaching is good. Children thoroughly enjoy exploring the stimulating environment, which staff prepare well to reflect the areas of learning. For example, children make handprint shapes in sand and count the number of fingers, which enhances their early mathematical development. The leadership team regularly monitors planning and assessment, effectively identifying the need for, and securing, appropriate interventions. As a result, all children receive the support they require and make good progress. Staff use a number of ways to successfully exchange information with parents on a daily basis and to support them to extend children's learning at home.

### **Personal development, behaviour and welfare are good**

Staff support children's self-esteem well and build their confidence. For example, they offer praise and recognition for their efforts. Children develop a strong awareness of healthy lifestyles through discussions and daily routines. For example, they know to wash their hands before eating to get rid of any germs. Children thoroughly enjoy the outdoor play equipment available. They have the opportunity to climb and balance, and children learn how to manage risks and challenges. There are good strategies to teach children how to keep themselves safe. For example, staff teach children to negotiate by helping them to work out how to share when someone else has the toy they want.

### **Outcomes for children are good**

Children are well-motivated learners who enthusiastically join in with activities. All children gain the key skills they need for their next stage in learning or move to school. They make good progress in their learning and development based on their starting points.

## Setting details

<b>Unique reference number</b>	EY404890
<b>Local authority</b>	Southampton
<b>Inspection number</b>	831339
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Susan Anne Street
<b>Date of previous inspection</b>	15 September 2010
<b>Telephone number</b>	07935742903

St Francis Pre-school registered in 2009. It operates from a classroom in Valentine Primary School located in the Sholing area of Southampton. The pre-school receives funding to provide free early education for children aged two, three and four years. It is open each weekday during school term times from 7.45am to 11.45am and 12.30pm to 3.30pm. There is a lunch club provided for children who are staying all day. There are 11 members of staff, all of whom have appropriate early years qualifications from level 2 to level 5.

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