

Fawley Pre School

Jubilee Hall, The Square, Fawley, Southampton, Hampshire, SO45 1DF



Inspection date	12 January 2016
Previous inspection date	2 March 2015

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	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:

- Management and staff have brought about some improvements since the last inspection. However, they do not consistently monitor and evaluate the quality of practice in the pre-school in order to make the most effective improvements.
- Management does not always use staff supervision effectively to monitor staff practice and address weaknesses, which means the quality of teaching is not consistently good.
- Staff do not always plan challenging and tailored activities for all children to help them make the best possible progress. Staff do not always plan the educational programme for mathematics and understanding the world as well as other areas of learning.

It has the following strengths

- All those involved in the pre-school have a secure understanding of safeguarding and child protection procedures.
- Staff develop close bonds with the children, who are happy in their care. They use effective and consistent strategies to help children learn to manage their feelings and behaviour. This helps them to build friendships and promotes their emotional development.
- Staff create a welcoming and well-maintained environment where children can independently make choices in their play and learning. They benefit from having regular opportunities to play outdoors, which promotes their good health and offers different learning and play experiences.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ give a precise focus for aspects of individual staff's professional development to extend their skills further and promote children's learning and development 	12/03/2016
<ul style="list-style-type: none"> ■ ensure the assessment and planning systems are used effectively to plan challenging and tailored activities for all children to help them make the best possible progress 	12/03/2016
<ul style="list-style-type: none"> ■ ensure planning gives equal emphasis to all areas of learning to ensure that children receive a rounded experience that helps them make good progress, with particular regard to mathematics and understanding the world. 	12/03/2016

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

- improve the evaluation methods to identify strengths and areas for improvement.

Inspection activities

- The inspector observed children and staff during play and learning activities. She viewed the play areas and resources.
- The inspector undertook a number of joint observations with the manager.
- The inspector had discussions with the manager and some of the leadership team about the policies and procedures, including safeguarding, staff supervision, how staff work with parents and other early years providers, and self-evaluation methods.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views of the pre-school.

Inspector

Jacqueline Munden

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders follow robust employment and induction procedures to ensure the suitability of staff and members of the management committee. Staff undergo induction so they are clear about their roles and responsibilities. The newly appointed manager has begun to deliver staff supervision and has led some training sessions at team meetings to develop staff skills. However, this is not always rigorous enough to enable all staff to further improve their teaching skills. The manager reviews the progress children make but has not acted on the information she gains to help her improve areas of the educational programme that are weaker. Since the last inspection, staff have included parents in their children's learning more effectively.

Quality of teaching, learning and assessment requires improvement

Some staff ask questions that encourage children to think and help them learn. For example, staff encouraged children to count the number of sticks they poked into modelling dough. However, some staff do not have a good understanding of how children learn and do not use opportunities as children play to increase their learning. This means children are not challenged and encouraged to think about why things happen and how to do things. Staff know the levels of each child's ability and plan a few worthwhile activities, such as small language groups to help develop their communication and language skills. Children enjoy taking part in singing and listening to stories. However, staff do not plan activities that help move children on to the next stage in all areas of their learning. This means some children are not always interested and stimulated.

Personal development, behaviour and welfare require improvement

Children have their own key person who is responsible for making them feel safe and comfortable. Staff teach children to keep safe as they move around the environment. For example, they know they need to use their walking feet when indoors and run only when playing outside. Staff teach children to be independent and care for themselves. For example, children pour their own drinks, butter their bread and cut up bananas at snack time. They clear their cups and plates away afterwards, showing they are learning to be responsible. However, some areas of the environment are not planned for well. For example, the investigation area has few resources and does not attract children's interest. The effect of this is seen in the lower attainment levels in understanding the world.

Outcomes for children require improvement

Overall, children make at least typical progress in relation to their starting points and some make better progress in some areas, including communication and language.

Setting details

Unique reference number	109918
Local authority	Hampshire
Inspection number	1008348
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	16
Name of provider	Fawley Pre School Committee
Date of previous inspection	2 March 2015
Telephone number	07565 955 696

Fawley Pre School registered in 1977. The pre-school operates from a hall within a community building in the village of Fawley, Southampton. The pre-school opens each weekday during term times, from 9.15am until 12.15pm on Tuesday, Wednesday and Friday and from 9.15am until 1pm on Monday and Thursday. A team of four staff work with the children; of whom, three hold recognised early years qualifications at level 3 and one at level 4. The pre-school is in receipt of funding for nursery education for children aged two, three and four years.

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