

# Woolston Community Pre-School II



Woolston Infants School, Florence Road, Woolston, Southampton, Hampshire, SO19 9DB

<b>Inspection date</b>	27 January 2016
Previous inspection date	9 December 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

- The manager is well qualified and demonstrates strong leadership skills. She supports her staff team very well. Regular training and supervision opportunities are available. This helps staff to improve the effectiveness of their already good practice.
- The quality of teaching is good. Staff use their good knowledge of children's interests and information from their precise observations and assessments to plan a good range of activities. This helps children to gain the key skills needed to be ready for school.
- The home visits carried out before children start encourage parents to share what they know about their children. This helps staff support children to settle in and promote their learning and development right from the start.
- Staff are good role models. They talk to children in a calm and respectful manner. Children behave well and are learning to manage their own feelings appropriately.
- Staff build strong partnerships with parents. They keep them well informed about their children's day and the progress that they make.
- Children learn about their good health and well-being through effective teaching. They have regular opportunities to play outside and benefit from being in the fresh air.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to extend children's understanding of mathematics
- Resources to fully promote children's imaginative play are not extensive.

## What the setting needs to do to improve further

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

- strengthen the use of mathematics in play activities and daily routines to encourage children to count and use numbers
- increase opportunities and resources to enable children to use their imaginations more fully.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager, staff, committee and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Susan Wilson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and responsibilities to safeguard children's welfare. Robust recruitment procedures ensure that staff are suitable to work with children. Staff are well qualified and regularly update their professional knowledge. The manager is organised with a professional approach to her work. She implements robust policies and procedures to support the good practice of her team. She monitors their practice well. Self-evaluation is effective and identifies the pre-school's strengths and areas for development. The indoors and outdoors environments are safe and secure. The manager monitors planning, assessment and children's progress well. This enables her to quickly address any gaps in children's learning.

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

Children enjoy a good variety of play opportunities during the session. Staff provide a good balance of adult-led and child-initiated play, including constant access to the outdoor area. They plan well so that resources are always set up for children to start playing immediately. Staff support children's communication and language skills well. For example, they join children in their play, model language and extend children's vocabulary well. Children show commitment and concentration as they carefully scoop dried rice and pasta into different sized cups and bowls. Staff get down to children's level as they play alongside each other, sharing ideas and exploring.

### Personal development, behaviour and welfare are good

Staff have created a friendly and welcoming environment. They know children well and develop strong relationships with them through an effectively managed key-person system. Staff work closely with parents to provide children with consistent care routines. Children confidently manage their own personal hygiene routines and develop good independence skills. For example, they wash their hands, pour their drinks and select their snacks. Staff are good role models and gently reinforce the boundaries so that children know what is expected of them. Staff praise and encourage children regularly, which helps to boost their self-esteem and confidence. There are good links with children's future schools and other childcare professionals to promote a consistent approach.

### Outcomes for children are good

All children make good progress in their learning and development because staff teach them effectively. Children enjoy pre-school and are confident and enthusiastic learners. The good range of experiences promotes the seven areas of learning effectively. This helps children to acquire the key skills required for their next stage in learning.

## Setting details

<b>Unique reference number</b>	148862
<b>Local authority</b>	Southampton
<b>Inspection number</b>	841854
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Woolston Community Pre-School I & II Committee
<b>Date of previous inspection</b>	9 December 2010
<b>Telephone number</b>	023 8068 5202

Woolston Community Pre-School II is a committee-run pre-school. It operates from a room in Woolston Infant School in the Woolston area of Southampton, Hampshire. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school is open each weekday from 8.45am to 11.45am and 12.15pm to 2.45pm during school term times. The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications from level 2 and 3. The manager holds Early Years Professional Status.

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