

Sholing Community Centre Pre-School

Butts Road, Southampton, Hampshire, SO19 1BN



Inspection date

28 April 2016

Previous inspection date

11 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Since the previous inspection, the manager and staff have worked hard to improve standards and practice in the pre-school. The manager takes into account the views of staff, children and parents when evaluating the setting to ensure that plans for improvement are targeted well.
- Staff engage children in a wide range of interesting activities, which helps the children to be motivated, confident and eager to learn. Staff make regular, accurate assessments of children's progress. They carefully plan suitably challenging activities to help children achieve their next steps.
- Children behave well. Staff teach children simple rules effectively, which helps them to share toys and take turns, showing care and respect for each other.
- Partnerships with parents are strong. Staff share information regarding children's progress, offering suggestions for parents to support children's learning at home. This helps children to make good progress in their learning.

It is not yet outstanding because:

- The manager does not identify if there are any differences in the progress made by different groups of children.
- Staff offer children few opportunities to experience and explore the different sounds of instruments and learn how sounds can be created and changed.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress to identify any variations in the learning of different groups of children, to identify and close any emerging gaps
- provide a range of resources to encourage children to explore and learn about how sounds can be created and changed.

Inspection activities

- The inspector observed activities in the pre-school and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector sampled relevant documentation, including policies and children's assessment records.
- The inspector checked evidence of staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Petra Morgan

Inspection findings

Effectiveness of the leadership and management is good

The manager understands her responsibility in meeting and implementing the requirements of the Early Years Foundation Stage. She monitors the work of staff well, such as through supervision meetings, and ensures that they receive focused professional development. For example, following training, staff have extended the way that they support children's communication and language skills. Safeguarding is effective. The manager ensures that robust policies and procedures are in place to safeguard children's welfare. Staff have a thorough understanding of the procedures to follow if any concerns arise. They carry out comprehensive risk assessments so potential hazards are minimised and children can play safely and securely. Staff forge effective partnerships with local schools to ensure that children are well supported when they transfer to school.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how children learn. They make effective use of their knowledge of what the children know and can do to plan exciting activities. Children initiate their own play and follow their own interests using the wide range of good quality resources that staff offer indoors and outdoors. Staff support children's mathematical development well. For example, children count how many fish they have when they sing a number song, and they recognise the number of their bike's parking bay. Staff provide ample opportunities for children to recognise words and practise their early writing skills. Children are creative and imaginative during art and craft activities. They use scissors and glue confidently and are proud of their creations.

Personal development, behaviour and welfare are good

Children build strong relationships with staff, which helps to support their emotional well-being. Staff create a warm, welcoming environment and children enjoy their time at the pre-school. Staff are positive and encouraging. They praise children's efforts and value their achievements, which helps them gain confidence and good self-esteem. Staff plan meaningful and suitable ways for children to learn about the differences and similarities between themselves and others. They encourage children to develop their independence well, such as putting on their aprons for creative activities and using tongs to help themselves to snack. Children learn about healthy lifestyles. Staff provide healthy snacks and plenty of opportunities for children to experience fresh air and to be physically active.

Outcomes for children are good

All children, including those who receive additional funding, make good progress from their starting points. They develop a broad range of skills that equip them well for their next stage of learning and school.

Setting details

Unique reference number	131556
Local authority	Southampton
Inspection number	1028757
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	36
Name of provider	Sholing Community Centre Pre School Committee
Date of previous inspection	11 September 2013
Telephone number	023 8039 9979

Sholing Community Centre Pre-school registered in 1998. It operates from the community centre in Sholing, Southampton. The pre-school is open from 9am to 3pm each weekday except Tuesday, when it is open from 9am to midday. It receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs seven members of staff. Of these, five hold a qualification at level 3 and two hold a qualification at level 2.

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