

Oasis Academy Lord's Hill

Pre-School

Green Lane, Southampton, SO16 9RG



Inspection date

22 June 2016

Previous inspection date

14 February 2014

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 with additional needs are extremely well supported. Staff make regular and accurate assessments on what children can do and identify gaps in their learning at an early stage. Consequently, children receive the intervention and support they need so that they make good progress.
- High priority is placed on supporting children's communication skills. Staff model language and introduce new vocabulary to children. They talk through what they are doing and ask questions giving time for children to think things through for themselves. Consequently, children are keen to share their ideas and are confident speakers.
- Leaders and managers are committed to improving the quality of the setting and their vision is embedded in daily practice. They have an accurate understanding of what needs to improve and monitor the impact changes have on children. Partnerships with parents are very strong.
- A strong focus is placed on promoting children's behaviour. Staff have clear and realistic expectations and talk to children about what is expected of them. Children consider how their actions make others feel and learn to value different opinions. This helps them to build very good relationships with their friends.

It is not yet outstanding because:

- On occasions, some staff do not make the most of opportunities to extend children's learning, to ensure that all teaching is consistently of the highest quality.
- Some staff do not make the most of early morning group times to ensure all children are engaged in the discussions and know what activities are available to them.

What the setting needs to do to improve further

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

- continue to monitor practice to ensure teaching is consistently of the highest quality
- review the arrangements for early morning group times, to ensure staff are clear about what is expected and involve all children in the session.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outdoors.
- The inspector conducted a joint observation of a small group time with the manager.
- The inspector spoke to staff and children at suitable times during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and a member of the leadership team.
- The inspector looked at a range of documentation, including evidence of staff suitability and records of children's progress.

Inspector

Gill Wallace

Inspection findings

Effectiveness of the leadership and management is good

Leaders have regular supervision meetings with staff and monitor teaching so that weaknesses in practice are known. A range of support, including modelling good practice and attending training, helps individual staff work towards targets set for them to improve their practice. For example, staff have benefitted from recent training to support the younger children's communication skills. Leaders rigorously monitor the quality of assessment and the progress that individual and groups of children make. They make excellent use of additional funding to improve outcomes for disadvantaged children. This is particularly evident in the progress made in children's speaking and listening skills. Arrangements for safeguarding are effective. Leaders work extremely closely with outside agencies to ensure that the most vulnerable children and families are supported.

Quality of teaching, learning and assessment is good

Staff know children well and adapt their approach to support children and provide further challenge to those who are more able. For example, staff model how to hold the scissors correctly encouraging children to cut the paper to make their model. Staff make good use of opportunities, for example when chalking outside, to introduce movements and patterns that will help develop children's early writing skills. The routine and well-presented environment, both indoors and outdoors, allows children to make their own choices about where they play and what they do. Staff make good use of these opportunities to introduce and reinforce learning. Children who are not yet reaching typical levels for their age receive additional support. For example, adult-led activities and intervention groups increase their understanding of sounds and letters, which helps prepare them for school.

Personal development, behaviour and welfare are good

Children develop secure relationships with staff. Staff use children's favourite resources, for example, to help them settle when they arrive upset. Children take risks in a safe environment, for example as they build towers using wooden planks to jump from. Younger children spend time with older children and begin to learn how to share and take turns. They become familiar with all staff, which helps support them as they move into the Butterfly room. Staff know younger children's care routines and implement these effectively to ensure consistency for children. Strong links are in place between staff, teachers and other professionals to support older children as they prepare to move onto school. This is particularly beneficial in relation to children who have additional needs.

Outcomes for children are good

Children are active and curious learners. They build on their own ideas taking equipment into different areas to extend their play. All children show high levels of confidence and independence. For example, they peel and cut their own fruits at snack time and wash their plates when they have finished. Children know the routine and take responsibility helping to pack away with their friends. Children use their imagination; they talk through their ideas and negotiate and cooperate with their friends. For example, they find the best way to build the ramps for their cars to race down. Consequently, children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY466044
Local authority	Southampton
Inspection number	1041941
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	40
Number of children on roll	73
Name of provider	Oasis Community Learning
Date of previous inspection	14 February 2014
Telephone number	07742946744

Oasis Academy Lordshill Pre-School is an established pre-school which registered in new premises in 2013. It is run by Oasis Community Learning. It operates from rooms in the Oasis Community Hub site in the Millbrook area of Southampton. The pre-school is open each weekday from 9am to 3.30pm during school term times. All children have access to an enclosed outdoor play area. The pre-school receives funding for the provision of free early education for children aged two, three and four years. A team of 11 staff work with the children; of these, 10 hold appropriate early years qualifications.

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