

Sarisbury Green Pre-School



Sarisbury Green Community Centre, The Green, Sarisbury Green, Southampton, SO31 7AA

Inspection date	12 December 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 and all staff are committed to providing children with a good-quality learning environment. They evaluate and assess the quality of the pre-school and identify areas for future development that ensure outcomes for children are good.
- Staff use their observations and assessments of children to plan activities that interest and motivate their play and learning. All children, including those who the pre-school receive additional funding for, make good progress from their starting points.
- Children settle happily and behave well. Staff use successful strategies to help children learn to value and respect the needs of others, and to develop strong friendships.
- Support given to children who have special education needs or disabilities is good. Staff communicate regularly with parents and other health care professionals involved in children's care. They understand the importance of working together to support a joined-up approach to children's learning and development.
- Staff gain a good range of information from parents when children first start. They use this to help support the youngest children's emotional well-being effectively.

It is not yet outstanding because:

- Staff do not consistently extend older children's knowledge of early reading, such as helping them to recognise the sounds and names of letters in words.
- On occasions, staff do not help children find answers to their questions, such as how to retrieve information from books.

What the setting needs to do to improve further

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

- create more opportunities for older and more able children to learn more about early reading
- extend opportunities to help children find answers to their questions.

Inspection activities

- The inspector spoke to staff and children at convenient times during the inspection.
- The inspector observed the quality of teaching and children's learning, both inside and outside.
- The inspector spoke to parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff team, confirmation of staff training, looked at a selection of children's records and discussed safeguarding procedures, recruitment procedures, and the self-evaluation process.
- The inspector carried out a joint observation with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team work well together to provide children with a good-quality learning environment. The manager is well qualified and leads her team effectively with her enthusiasm, high expectations and professional approach. She supports staff's professional development well, for instance, she regularly observes them and guides their practice to improve their teaching. Staff gain new skills from training, and use these effectively to benefit children's learning. For example, staff use successful strategies in group activities to improve children's speaking and listening skills. The manager keeps a close check on children's progress. She continues to embed the recently introduced assessment and monitoring for different groups of children. Safeguarding is effective. The manager ensures all staff know what action to take if they had concerns about a child.

Quality of teaching, learning and assessment is good

Staff work closely with parents, to gain a good range of information about what children know and can do at home, to plan for their learning from the very beginning. They make regular observations of children to plan for their next steps and share these with parents regularly. Staff encourage children to be successful learners. They teach children to test out ideas and to solve problems. For example, when children use the computer staff teach them how to use the mouse to find and name shapes confidently. Staff place a strong focus on building children's language skills. For instance, they use opportunities to introduce new words in conversations and build on children's growing vocabularies well.

Personal development, behaviour and welfare are good

Staff are kind and attentive to children's individual needs and help children settle happily into pre-school. Younger children benefit from good opportunities to develop their physical skills during activities. For instance, staff help them learn to climb safely to develop their good coordination skills. Children learn how to do some things independently. For instance, older children learn how to pour drinks, and confidently use knives to spread butter on crackers at snack time. Staff teach children how to keep their environment and themselves safe. For example, they encourage children to tidy away toys and resources, and talk about safe routines when playing outside.

Outcomes for children are good

All children make good progress from their starting points. Children are developing skills that prepare them well for their next stage in learning. They gain good social skills. They are polite and courteous and think about others, such as when they share resources and play cooperatively. Children are confident communicators and have a positive approach to their learning. They are keen to explore and focus well in activities.

Setting details

Unique reference number	EY483720
Local authority	Hampshire
Inspection number	997436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	28
Name of registered person	Kathleen Mary Heaney
Registered person unique reference number	RP512067
Date of previous inspection	Not applicable
Telephone number	07514 979086

Sarisbury Green Pre-School opened in 1995 and registered under its current ownership in 2014. It is situated in a community centre in Sarisbury Green, Southampton, Hampshire. The pre-school is open Monday, Tuesday, Thursday and Friday from 9am to 3pm, and Wednesday from 9am to 12.55pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six staff, of these four have appropriate early years qualifications at level 3 and one holds a qualification at level 6.

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