

Ashurst Pre-School

Foxhills Lane, Colbury, Totton, Southampton, Hampshire, SO40 7ED



Inspection date	27 March 2017
Previous inspection date	3 February 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children settle into the pre-school very quickly. Parents unite in praising all members of staff for the high levels of care, the sensitive support and invaluable information they frequently share with them to enhance their children's well-being.
- The manager and the new chairperson for the parent committee ensure all those involved with the pre-school understand, agree and use up-to-date policies and procedures for safeguarding children's welfare. Children are confident, safe and secure in a highly-effective, caring and nurturing environment.
- The manager uses new monitoring systems to check every child's progress and the accuracy of staff assessments of children's learning. She shares this information with parents and, when appropriate, with other professionals and new teachers.
- Children have excellent opportunities to learn about being healthy. For instance, they recognise healthy foods, brush their teeth and act to prevent the spread of germs.
- The manager is persistent and effective in raising outcomes for children across the pre-school. All children make rapid and excellent progress in their personal, social and emotional development. They make good progress in their learning.

It is not yet outstanding because:

- Occasionally, there is some variability in the good quality of teaching across the pre-school as some staff are less effective in applying new information from training to their practice.

What the setting needs to do to improve further

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

- use staff supervision and coaching more effectively to fully embed information from training and professional development into practice and ensure that teaching is consistently of a very high quality.

Inspection activities

- The inspector observed, listened to and talked with children, as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager and the deputy manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training and supervision was contributing to children's learning and development.
- The inspector spoke with the manager, the deputy manager and the chairperson of the parent committee about the impact of recent and planned improvements on raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations for staff and children. She uses accurate evaluations, informed by her degree-level training, to clearly identify areas for improvement and raise the quality of children's care and learning. For example, new monitoring systems clearly establish children's starting points and strengthen parent partnerships. Parents say they are even more engaged in supporting their children's next steps in learning at home. The manager has identified the need to raise the quality of teaching further to better meet the needs of the youngest and most-able children. She continues to provide further training for staff. However, some staff need more guidance to use their new knowledge to inspire children to higher levels of learning. Safeguarding is effective. Staff know how to identify and report any concerns about a child's welfare and prioritise their safety.

Quality of teaching, learning and assessment is good

Staff carefully observe and assesses where children are in their learning. They use this information to provide children with plenty of time and opportunities to play, explore and develop their current interests. For example, younger children watch how materials change as they enjoy mixing and handling different textures of play-dough. Staff prompt older children to talk through their ideas and goals, for instance, as they design and construct space launchers. Staff use their good relationships with other settings to ensure children have the knowledge and skills to be ready to move to other areas and schools.

Personal development, behaviour and welfare are outstanding

Staff create highly welcoming and engaging play areas, where children soon become extremely confident and self-assured. For instance, children take pleasure in practising familiar skills, such as scooting and digging. They extend storylines in their imaginative play and willingly have a go at new activities. Staff are highly effective in nurturing children's interests in the world around them. For instance, they use the local woodlands and ponds to challenge children's physical development. Staff teach children to assess and manage risks appropriate for their age. For example, children cut and thread food on to wooden skewers, and discuss safe ways to climb trees to hang their bird feeders.

Outcomes for children are good

The committee are quick to source additional support, resources and staffing as parents of children with special educational needs or changing family circumstances secure additional funding. Early help is clearly targeted to ensure all children make good levels of progress in their learning. Excellent partnership working with the local schools enriches children's self-confidence and emotional well-being. For example, children rapidly gain independence and social skills as they eat hot lunches and clear away together. Children are thoughtful and kind to younger friends; they are polite to adults and other children.

Setting details

Unique reference number	EY273607
Local authority	Hampshire
Inspection number	1085805
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	60
Number of children on roll	124
Name of registered person	Ashurst Pre-School Committee
Registered person unique reference number	RP521672
Date of previous inspection	3 February 2015
Telephone number	023 8029 2791

Ashurst Pre-School opened in 1970 and registered with Ofsted in 2001. It operates from two independent units in the grounds of Foxhills Schools. The pre-school opens each weekday from 8.20am to 3.20pm during school term times. It is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 16 staff working with the children, 13 of whom hold appropriate qualifications at level 3 or above.

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