

# Kanes Hill Pre-School

Hinkler Road, Thornhill, Southampton, Hampshire, SO19 6FW



<b>Inspection date</b>	26 April 2017
Previous inspection date	16 March 2015

<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 supports staff's professional development well, so they build on skills to deliver good quality teaching and effectively support children to make good progress.
- The manager and staff provide a well-resourced, welcoming environment that captures children's interest, engages their curiosity and motivates them well to learn. Children form secure emotional attachments with staff, which help them to feel confident.
- Staff effectively support children who have special educational needs or disabilities. They work well alongside parents and other professionals, such as speech and language therapists, to meet these children's learning needs well.
- Staff are good role models for children's behaviour and use effective strategies to help them to behave well and understand expectations.

### It is not yet outstanding because:

- Although children with specific needs make good progress, the manager does not make the best possible use of information about their learning to identify ways to help all children make even better progress.
- Although the manager evaluates the overall effectiveness of the provision well, she does not always concentrate on priorities that extend children's learning and development further.
- Staff do not make the most of all opportunities to extend children's understanding of different backgrounds or cultures.

## What the setting needs to do to improve further

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

- make better use of information about children's learning, to help identify ways to help groups of children make even more rapid progress
- enhance the arrangements for self-evaluation to focus more sharply on areas that extend children's learning and development further
- provide further opportunities for children to understand about different cultures or backgrounds.

### 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 carried out a joint observation with the manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and looked at policies and procedures, and evidence of staff qualifications and suitability.
- The inspector looked at relevant documentation, including children's observation, assessment and planning records.

### Inspector

Jacqueline Good

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a sound knowledge of their role in protecting children. They attend regular safeguarding training and engage in reflective practice to consolidate their understanding. For example, the manager gives scenarios for staff to consider during staff meetings. The manager monitors staff practice well and ensures children benefit from staff training. For example, recent training has helped staff to support children who start at the pre-school with limited language to progress quickly. There are good links with parents, the local school and other early years providers, helping to ensure continuity in children's care and learning.

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

Staff make regular observations of children's development and plan activities that help to build on their learning. Staff use a good range of initiatives to support children's language. All children, including those who learn English as an additional language, make good progress. Staff sit alongside children, extending their understanding and learning effectively through their skilful questioning and interactions. Staff promote children's communication skills well. For example, they share books the children have made about their holidays and talk about the places the children visited. Staff make good use of opportunities that occur to reinforce mathematical concepts. For example, children count pieces of fruit at snack and compare the sizes of planes and rockets that they draw.

### Personal development, behaviour and welfare are good

Key persons know their key children well and accommodate their individual needs successfully. The manager uses daily meetings effectively to share information about key children, ensuring all staff have a good awareness of children's developing needs. Children show that they feel safe and secure. They ask staff to help them and proudly show what they can do. There are good strategies to teach children how to keep themselves safe. For example, children know to pick up toys that may be a trip hazard. Children develop their understanding of a healthy diet well through discussions with staff. They gain good self-care skills as they help themselves to snack and manage their own personal care needs. Children have many opportunities to develop their physical skills, such as learning how to pedal tricycles and balance on climbing equipment.

### Outcomes for children are good

Children communicate their ideas well and enthusiastically join in the words and actions of their favourite songs. They enjoy practising early writing skills and older children are able to write their own names. Children learn to work together and make good friendships. All children develop the skills they need to be successful learners and are well prepared for the future and school.

## Setting details

<b>Unique reference number</b>	131539
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1089436
<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>	40
<b>Name of registered person</b>	Kanes Hill Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP908627
<b>Date of previous inspection</b>	16 March 2015
<b>Telephone number</b>	02380 476 665

Kanes Hill Pre-School registered in 1999. It operates from self-contained premises on the site of Kanes Hill Primary School in Thornhill. The pre-school opens from 8.45am until 3.15pm Monday to Friday during school term times. There are six members of staff, all of whom hold a relevant early years qualification to at least level 3. In addition, the pre-school employs an administration assistant. The pre-school receives funding to provide free early education for children aged two, three and four years.

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