

Priory Park Pre-School

Community Hall, Upper Brook Drive, Locks Heath, Southampton, Hampshire, SO31 6PT



Inspection date

Previous inspection date

12 May 2017

15 November 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------------|---|
| | Previous inspection: | Inadequate | 4 |
| 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 committee has taken decisive action to address weaknesses identified at the previous inspection. They effectively support staff to develop their skills and actively review and monitor ongoing improvements to further raise outcomes for children.
- Outcomes for all children are good. Staff plan effectively for what children need to learn next and provide good quality learning experiences that children enjoy. Children are motivated and confident learners.
- Relationships between staff and children are strong. Children settle well and build positive relationships with staff and each other. Staff manage behaviour in a calm and sensitive way. They effectively support children's good health and well-being.
- Staff build purposeful partnerships with parents, professionals and other settings children attend, supporting consistency in their learning and development.

It is not yet outstanding because:

- Staff do not always make the best use of opportunities to encourage children to try things for themselves or to solve problems as they encounter them in their play.
- Some children find it hard to remain engaged when group times go on for too long.

What the setting needs to do to improve further

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

- enhance the opportunities for children to try things for themselves and to solve problems as they encounter them in their play
- review the effectiveness of some group times to support children to remain engaged and focussed on their learning.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations of teaching with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of what they must do in the event of a concern about a child in their care. They attend regular safeguarding training and ensure they have the most up-to-date knowledge of the procedures to follow to protect a child's welfare. Staff supervise children well and successfully teach them to manage their own safety. The manager and the new deputy use their qualifications well to support staff to develop their teaching. Tracking is used effectively to identify and close any gaps in children's learning. Staff make positive and sustainable changes to help meet children's individual needs. Since the last inspection, they have improved opportunities for children to readily access and explore a wider range of interesting activities. Parents are very complimentary about the service staff provide.

Quality of teaching, learning and assessment is good

Staff's improved use of assessments, alongside the effective use of information provided by parents, successfully supports children to do well and enjoy their learning. Staff offer children interesting resources as a way of encouraging them to explore. Children learn to read and write for different purposes. For example, they make notes and draw pictures of how big their caterpillars have grown. They compare what they read in books to what they see and talk excitedly about what they think will happen next. Staff teach children about mathematical concepts well. For example, they guide children to work out why some cars go faster than others as they go down the drain pipes. Staff effectively support children's communication skills. For example, they encourage children to talk about their thoughts and ideas as they design tall brick towers.

Personal development, behaviour and welfare are good

Children are well mannered, polite and behave well. Staff encourage children to wait their turn, share and show consideration for others. Children develop control and coordination, such as learning to use large and small equipment safely. Staff support children to build their confidence in readiness for school. For example, they provide opportunities for children to sing songs for their friends at group time. Staff support children in understanding how to keep themselves healthy. They enjoy playing outside, digging in the new sandpit and making mud potions with their friends.

Outcomes for children are good

All children make good progress in their learning and development. They become increasingly independent, make decisions for themselves and lead their own learning. Children learn to count and to recognise numbers and shapes. They listen attentively to stories and follow simple group rules. Children develop a good range of skills and show readiness for the next stages in their learning.

Setting details

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|--|----------------------------------|
| Unique reference number | 511089 |
| Local authority | Hampshire |
| Inspection number | 1078739 |
| 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 | 40 |
| Name of registered person | Priory Park Pre-school Committee |
| Registered person unique reference number | RP524353 |
| Date of previous inspection | 15 November 2016 |
| Telephone number | 07549155651 |

Priory Park Pre-School registered in 1993. It operates from a community hall in a residential area, in the Locks Heath area of Southampton. The pre-school is open on Monday to Friday, during term time, except Wednesday, from 9.15am to 3pm. On Wednesdays, sessions run from 11.45am to 2.45pm. A team of seven members of staff work with the children, all of whom hold early years qualifications, including six at level 3. The provider receives funding to provide free early education for two-, three- and four-year-old children.

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