

Small Talk Pre-School

47 Gosport Road, Lee-on-the-Solent, Hampshire, PO13 9EJ



Inspection date

5 July 2017

Previous inspection date

18 June 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has formed positive relationships with staff. She talks to them about suitable training opportunities they can access. For instance, recently a member of staff learned how to support children's literacy skills. Staff confidently share new knowledge with colleagues and reflect on the impact learning has on children in their key groups.
- Children demonstrate that they feel secure and are confident to explore both the indoor and outdoor play environment. They make their own choices about toys they want to play with and link up with friends for enjoyable experiences.
- Staff are deployed well throughout the pre-school. They offer children a helping hand and encourage them to complete many tasks for themselves. Children are excited when they master new skills and share news of achievements with friends.
- Staff have improved the mathematics provision they offer children. They now learn about different aspects of mathematics throughout the pre-school. They regularly use number language in play and talk about shapes in their environment.
- Children from all backgrounds, including those that receive additional funding, make good progress in their learning. Children are well prepared for the move to school.

It is not yet outstanding because:

- Communication with parents is not as effective as possible. Staff do not check that all parents fully understand the next steps in children's learning.
- At times, staff expect children to sit for too long during large group activities and younger children lose concentration.

What the setting needs to do to improve further

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

- strengthen systems of communication between staff and parents so that parents are fully aware of children's next steps in development
- monitor group times so all children remain engaged.

Inspection activities

- The inspector spoke to parents to gain their views of the pre-school and the support staff offer children.
- The inspector observed examples of teaching in the indoor and outdoor areas of the setting.
- The inspector observed an activity with the manager and they discussed how the activity could be improved.
- The inspector viewed safeguarding policies and talked to staff about the procedures they follow to keep children safe.
- The inspector accessed children's learning documents and they discussed the needs of individual children.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager carefully evaluates the provision she offers children and she makes focused changes to strengthen weaker aspects of practice. She works very well with her staff team to drive forward improvements. For instance, after speaking to staff, she evaluated that a number of children require support to improve their language skills. They resourced a quiet area of the setting with enjoyable props. Staff use this space to work with children who require additional support to learn to talk. This has had a positive impact on children who now struggle less to communicate and are more able to share their feelings.

Safeguarding is effective. The manager updates safeguarding policies to take into account all changes in local authority guidance. She regularly checks that staff members know how to identify signs that a child is at risk. For example, she tests them with realistic scenarios. All staff are confident about the procedures to follow if they have concerns about a child. They know how to respond to keep children safe. The manager supervises staff well, such as when she talks to them about changes in health and personal circumstances. They discuss how this affects their ability to carry out their role.

Quality of teaching, learning and assessment is good

Staff teach children about space and size. For instance, they draw around and measure each other's bodies. Children talk about 'tall' and 'short' as they compare each other's heights. They eagerly record the numbers they talk about and share their findings with staff. Younger children use small-world toys and talk about shape and colour. Staff accurately track children's progress. They work closely with other professionals, supporting their development. The manager oversees this process and discusses additional support staff can offer children. Staff encourage children to engage in musical activities. For example, they shake tambourines, ring bells and bang drums along to the words of their favourite songs. They follow instructions adults give them as they learn about loud and quiet. Children get excited and move their arms and legs to the music.

Personal development, behaviour and welfare are good

Children are well behaved and staff encourage them to treat friends with respect. They are quick to compromise with each other and happy to share toys. Staff encourage children to be active and to look after their bodies, such as when they take part in exercise classes. They also develop good hygiene habits and understand how to limit the spread of germs. Staff teach children about other cultures. For instance, children learn where some countries are on a world map and talk about food that people eat abroad. They compare their own lives to the lives of other children.

Outcomes for children are good

Children learn about life cycles. For example, they nurture animals that live at the setting and grow plants in the summer months. They identify letters in their own names and other familiar letters. Many children count beyond 10, and add and take away small numbers. All children attain well from the time they start. Older children are emotionally very well prepared for the challenges they will face when they move on to school.

Setting details

Unique reference number	EY389710
Local authority	Hampshire
Inspection number	1093759
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	36
Name of registered person	Small Talk Pre-School Ltd
Registered person unique reference number	RP528797
Date of previous inspection	18 June 2015
Telephone number	02392 5520005

Small Talk Pre-School registered in 2009 and is a privately owned nursery. It operates from a house in the Lee-on-the-Solent area of Hampshire. The nursery is open each weekday from 8am to 5pm, all year round. There are six members of staff employed to work with the children. Three members of staff hold appropriate early years qualifications at level 3, one member of staff is qualified at level 4 and two members of staff hold a relevant qualification at level 5. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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