

# Netley Abbey Pre-school

Netley Abbey Infant & Junior School, Westwood Road, Netley Abbey, Southampton,  
SO31 5EL



## Inspection date

Previous inspection date

7 December 2017

22 April 2014

<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

- Children enjoy their time at pre-school. They settle quickly and confidently to play. Staff support their emotional development well.
- Staff provide a welcoming and stimulating learning environment with an interesting range of resources, to help support children's learning and development. Children have many opportunities to take part in an exciting range of experiences, such as exploring shaving foam or baking cakes.
- Staff build strong partnerships with other settings that children attend and professionals involved in children's lives. They communicate effectively to ensure all children receive the support they need to make good progress in their learning and development.
- The owners make good use of self-evaluation processes to identify accurately the pre-school's strengths and areas for improvement. The owners consider carefully the views that parents contribute to plans for ongoing developments.
- Parents are fully involved in their children's learning from the start. They report positively on the support pre-school staff offer them and their children.

### It is not yet outstanding because:

- Arrangements for monitoring progress do not focus sharply on identifying any differences in the progress made by different groups of children.
- At times, the pre-school routine means that children are not always fully engaged in their play and learning.

## What the setting needs to do to improve further

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

- develop systems to monitor the progress different groups of children make, to help ensure all children continue to make good progress in their learning and development
- review and revise the daily routines to support children to make the most of their time in pre-school.

### Inspection activities

- The inspector observed, listened to and spoke to staff and children as they played indoors and outdoors during the inspection.
- The inspector completed a joint observation with one of the owners. Together they discussed how staff training and performance contributed to children's learning and development.
- The inspector held a meeting with the owners to discuss the vision for the future of the pre-school and raising children's outcomes.
- The inspector spoke to parents available on the day of inspection and took note of their views.
- The inspector sampled documentation, including evidence of suitability checks and children's records.

### Inspector

Emma Dean

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The owners ensure all staff are aware of their duty to promote children's welfare at all times. Staff know what procedures to follow if they have any concerns. Staff recruitment and ongoing staff supervision is effective. Staff have opportunities to continue their professional development, for example, through attending training. Staff training is used effectively to help improve outcomes for children. The learning environment has been positively changed to include a softer seating area. Children share books in this area and enjoy a quieter space to play and learn. Additional funding is thoughtfully used to meet children's individual needs.

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

Staff support children's communication development well. For example, they introduce words like, 'splash', 'stomp' and, 'jump' as children play in puddles outdoors. Staff know the children well. They gather useful information from parents when children first start, such as whether they celebrate any special events as a family. Staff use these events to help all children learn about similarities and differences in children's home lives. Staff accurately monitor the progress individual children make and make plans to close any gaps in learning. Staff lead lively, small, group teaching sessions for children in singing and sharing stories, to help support children's listening and attention skills.

### Personal development, behaviour and welfare are good

Children benefit from a wide range of meaningful experiences to help them learn about the natural world. For example, staff arranged for the children to hatch ducklings from eggs. Children learned important skills such as being quiet and gentle, as well as developing an understanding of life cycles. Children's physical development is well supported. For instance, staff encourage children to enjoy active play outdoors using wheeled toys and bicycles. Staff are good role models for children and as a result, children develop good manners and behave well.

### Outcomes for children are good

Children are confident, motivated and independent. They manage their personal care skills. Children understand simple rules and boundaries, such as taking turns to use the remote-controlled cars and ride-on bikes. Children develop good social skills, for instance, as they play with dough and listen to their friends' ideas. They learn the sounds that letters represent and to recognise their written name. Children enjoy listening to stories and learn how to handle books carefully. They learn how to form some letters and numbers, for example, as they make marks in damp sand. Children learn many skills to prepare them well for their move on to school.

## Setting details

<b>Unique reference number</b>	EY379201
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1068893
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Lesley Dunn and Teresa Chalk Partnership
<b>Registered person unique reference number</b>	RP528389
<b>Date of previous inspection</b>	22 April 2014
<b>Telephone number</b>	07880 591 946

Netley Abbey Pre-school registered in 2009. The pre-school is open from 8.45am to 3.15pm from Monday to Thursday and from 8.45am until 11.45am on Friday, during school terms only. The pre-school is in receipt of funding for early education for children aged two, three and four years. Six staff work with the children and all staff hold relevant early years qualifications at level 3 or above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

