

# West End Pre-School

Hilldene Annexe, High Street, West End, Southampton, SO30 3DU



## Inspection date

22 January 2018

Previous inspection date

23 September 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- The management team has an uncompromising commitment to achieving excellence in all areas. The inspirational manager is extremely reflective and evaluates practice very accurately through highly successful communication with parents, children and staff.
- Staff benefit greatly from frequent professional development opportunities, which contribute to all children making rapid progress in their learning. For instance, through a communication project, staff have significantly enhanced children's speaking and listening skills.
- Staff support children learning English as an additional language expertly. For example, they use children's home language alongside English words to help develop children's understanding further.
- Staff are outstanding role models. They establish clear expectations around acceptable behaviour, for example, by having golden rules, which children help to formulate. Children's behaviour is exemplary and they are exceptionally emotionally secure.
- Staff develop remarkably strong partnerships with parents and other settings. For example, they suggest ways parents can support their children at home every week and lend resources to support learning at home. Staff value parents' contributions highly and encourage regular feedback on children's experiences outside of the pre-school.
- Staff support children who have special educational needs (SEN) superbly. Staff work closely in partnership with parents and professionals to ensure they meet children's individual needs to a very high standard.

## What the setting needs to do to improve further

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

- continue to expand the excellent opportunities for staff to extend their professional development, to build on and maintain the already superb teaching practices.

### Inspection activities

- The inspector observed children and staff engaged in activities indoors and outdoors, and talked to them at appropriate times.
- The inspector conducted a joint observation with the manager. The inspector met with the manager at appropriate times throughout the inspection, to discuss how she monitors and supports staff.
- The inspector looked at a range of relevant documentation, including policies and children's records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Petra Morgan

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Management and staff have an excellent understanding of child protection issues and the procedures to follow if they have a concern about a child. The manager tracks children's progress very effectively, including different groups, to identify any gaps in their learning. She puts highly successful strategies in place to help them catch up, such as small-group communication sessions. Children who receive additional funding benefit strongly and gaps in attainment close rapidly. For example, specialists develop children's confidence by acting out favourite stories using singing and musical instruments. The manager has extremely high expectations of staff and supports them exceptionally well. She regularly monitors their performance, providing targeted coaching to help them extend their practice. She has further plans to ensure continued excellent teaching, such as staff observing each other and sharing highly effective practice.

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

The well-qualified staff provide a range of highly stimulating and challenging experiences in imaginatively laid-out areas. Children focus extremely well as they learn to recognise the sounds letters represent and clap out the syllables of words, in preparation for reading and writing. Younger children thoroughly enjoy the sensory experiences of sand and water running through their fingers. Staff very skilfully weave numbers, shapes and counting into many of the activities in which the children take part. They make excellent use of technology, such as video calling, to teach children about the world they live in and diversity in a highly effective way.

### Personal development, behaviour and welfare are outstanding

Staff form excellent bonds with the children. They teach children about healthy lifestyles extremely well. Children grow vegetables in the allotment with staff and decide what to make, for example, banana cake, from food donated by a local supermarket. Staff help children gain an excellent knowledge of their local community. Children enjoy local visits and members of the community talk to the children about their roles. For instance, children practised road safety with the school-crossing patrol officer. Children have significant opportunities to learn outdoors and develop their physical skills. For example, they develop their large-muscle skills as they make objects balance on large weighing scales.

### Outcomes for children are outstanding

All children, including those who have SEN, those who are learning English as an additional language and those who receive additional funding, make excellent progress from their starting points. Children are very confident, motivated and eager learners. They persevere with tasks, are willing to 'have a go' and are proud of their achievements. Children learn new skills rapidly that prepare them extremely well for their eventual move to school.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | 507860                   |
| <b>Local authority</b>                           | Hampshire                |
| <b>Inspection number</b>                         | 1070413                  |
| <b>Type of provision</b>                         | Sessional 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>                | 42                       |
| <b>Name of registered person</b>                 | West End Pre-School      |
| <b>Registered person unique reference number</b> | RP523500                 |
| <b>Date of previous inspection</b>               | 23 September 2014        |
| <b>Telephone number</b>                          | 02380 466 764            |

West End Pre-School registered in 1979. It operates from a private premises in West End, in Southampton, Hampshire. The pre-school is open from 8.30am to 3pm on Monday, Tuesday, Thursday and Friday, and from 8.30am to 12.30pm on Wednesday. The pre-school provides funded early education places for two-, three- and four-year-old children. There are five members of staff. Of these, two hold a qualification at level 4 and three hold a qualification at level 3.

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