

# Regents Park Community Preschool



Tanners Brook Community Room, Elmes Drive, Regents Park, Southampton,  
Hampshire, SO15 4PF

**Inspection date** 29 June 2018  
Previous inspection date 11 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 new senior management team and committee have made significant improvements since the last inspection and have effectively addressed all the previous actions that were set. For example, they routinely supervise staff performance and ensure they benefit from ongoing training opportunities that are relevant to their roles.
- Managers have high expectations of staff. They are ambitious and dedicated to their roles. They have a clear vision and are passionate about ensuring that children have the best outcomes. They effectively review the quality of the nursery and actively seek the views of parents, staff and children to make improvements.
- Children who have special educational needs (SEN) and/or disabilities are supported well through strong partnerships with parents and other professionals. The manager also makes effective use of additional funding to support the learning and progress of the most vulnerable children. All children make good progress from their starting points at the setting.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to engage quieter children in different activities.
- Some staff do not consistently give children enough time to think and respond to questions to fully develop their thinking skills.

## What the setting needs to do to improve further

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

- encourage staff to involve the more the quieter children in their learning and fully support their engagement in different activities
- extend the knowledge of staff in recognising when children need more time to answer questions to extend their thinking skills.

### Inspection activities

- The inspector observed practice and staff interacting with children and assessed the impact of this on their learning.
- The inspector held meetings with the chairperson of the committee and the manager of the provision to discuss areas of leadership and management. This included supervision and support arrangements, the use of the self-evaluation process and the continued priorities for improvement
- The inspector spoke with parents and took account of their views and comments.
- The inspector observed activities inside and outside. She also completed a joint observation with the manager.
- The inspector sampled a range of documentation, including staff suitability checks and children's developmental records of progress.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. They have a good understanding of their responsibility to report any concerns about a child to local agencies. Recruitment procedures are robust. The manager follows strong systems to ensure staff are appropriately vetted and suitable for their role. Staff supervise children well and make routine checks to ensure the premises are safe and secure. Staff meet regularly to arrange activities and share new information. Strong partnership with the local schools ensure continuity in care for children. Staff have worked closely with local authority advisers to help raise the quality of practice to a good standard. Parents are very complimentary about the care and service staff provide.

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

Staff plan a range of experiences that enthuse children and encourage their imaginative skills. For example, they provide children with instruments for their 'band' and dance with them as they imagine they are playing to a growing crowd. Staff use observations and assessments effectively to support the children's next stage of learning. They understand what skills children need for school and emphasise these in their teaching. For example, staff teach children how to count in sequence as they count their friends standing in a line. Children learn about similarities and differences. They explore a range of resources that positively reflect diversity and learn about a range of festivals throughout the year.

### Personal development, behaviour and welfare are good

Staff help children to form secure attachments right from the start. Children are happy to attend the pre-school. Children are motivated to play and they explore the interesting resources and learning environment. Staff encourage children to serve their own snacks and they provide a nutritious choice of food. They are friendly and courteous role models. Children develop respect and understanding for others, their behaviour is good and they are kind to their friends. Staff provide plenty of opportunities for fresh air and exercise which helps to promote children's good physical health. Children develop good independence. They enjoy the responsibility of small tasks. For example, they fill up the paddling pools so their friends can splash and water the strawberry plants. Children learn to move their bodies in different ways. For example, they complete various yoga moves and poses and they recognise and talk about the way they feel afterwards.

### Outcomes for children are good

Children make good progress in their learning given their individual capabilities. This includes children in receipt of funding and those children who have SEN and/or disabilities. Children explore the environment with confidence and ease. They develop their early writing skills and use tools and their fingers to make marks in sand and dough. Children of all ages communicate confidently. They listen to stories, understand instructions to tidy away toys and ask questions of visitors.

## Setting details

<b>Unique reference number</b>	131554
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1109591
<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>	28
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Regents Park Pre-School Committee
<b>Registered person unique reference number</b>	RP905013
<b>Date of previous inspection</b>	11 July 2017
<b>Telephone number</b>	023 80703571

Regents Park Community Preschool registered in 1989. The pre-school operates on Monday to Friday, from 8.15am to 3.45pm, during school term times and offers a morning session, a lunchtime session and an afternoon session. The setting receives funding for the provision of free early education for children aged two, three and four years. There are nine permanent staff employed to work with the children and, of these, five hold early years qualifications to level 3. The manager holds a level 5 qualification while two members of staff hold an early years qualification to level 2. All staff are trained in paediatric first aid.

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