

# Nightingale Community Pre-School

Pavilion On The Park, 1 Kingfisher Road, Eastleigh, Hampshire, SO50 9LH



## Inspection date

28 June 2018

## Previous inspection date

10 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager and chairperson have completely addressed the actions from the previous inspection. They both fully understand their roles and responsibilities.
- Children enjoy their time with their friends and the staff at the setting. They form strong bonds with their key person and seek them out for comfort, cuddles and reassurance. Staff support children's emotional well-being effectively.
- The staff provide a welcoming and inviting learning environment for children. Children explore, investigate and play with a good variety of activities, experiences and resources. Staff support children's learning and development effectively. Children make good progress in their learning from their starting points.
- Staff work effectively with other settings, professionals and parents to provide a high level of consistency and continuity in children's care and learning.

### It is not yet outstanding because:

- The manager does not have a clear understanding of the progress that different groups of children make, to help evaluate the effectiveness of the whole curriculum and children's learning.
- Occasionally, during small-group sessions, teaching lacks focus and children do not always fully engage and gain the most from their interactions with staff.

## 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 help monitor the progress that different groups of children make, to ensure all children make consistently good progress in their learning and the curriculum meets the needs of all children
- review the organisation of small-group sessions, to ensure that all interactions between the children and staff are engaging and fully effective in supporting children's learning and development.

### Inspection activities

- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with staff and the manager in relation to observations of children's play, learning and development.
- The inspector held discussions with the manager and chairperson in relation to staffing, the monitoring of the quality of the setting and their vision for the future.
- The inspector spoke to parents and professionals available on the day of inspection and took note of their views.
- The inspector sampled relevant documentation, including suitability checks. She viewed all areas of the setting.

### Inspector

Emma Dean

## Inspection findings

### Effectiveness of the leadership and management is good

The new and enthusiastic manager has made some positive changes to the setting. For example, she has changed the layout of the room to make it more open and inviting. The manager reflects that children have more space and are now more engaged in their play. Parents and staff have commented positively on the changes. Safeguarding is effective. The manager ensures all staff keep their knowledge current and know what actions to take if they have any concerns about a child's well-being. Staff recruitment and induction are robust. The manager and chairperson have clear ideas of how to improve the effectiveness of ongoing staff supervisions, to help ensure staff quality is raised to be consistently good. For example, training is planned to help further improve staff skills and practice.

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

Staff know the children well. They know what children like to play with and use these interests to help support children's learning. Staff plan exciting activities, such as painting with leaves and looking for mini-beasts hidden in the mud. Staff generally make effective use of opportunities to support children's learning. For instance, they teach children new words and use signs to support their spoken communication. Staff make regular and accurate assessments of what children can do. They make plans to help close any gaps children may have in their learning. Children who have special educational needs and/or disabilities are effectively supported to make progress in their learning and development.

### Personal development, behaviour and welfare are good

Staff are good role models for children and they behave well. Children have helped to make rules for the setting. For example, they take delight in telling staff how to take turns as they play on stepping stones outdoors. Staff help children learn about their own safety. For instance, they encourage children to wear sun hats, play in the shade and have frequent drinks of water on a hot day. Effective use of additional funding helps children have new resources specifically targeted to support their needs. Staff support children's physical development well. For example, they encourage children to energetically move to music and build with large bricks. Staff teach children about the wider world, for instance, assuring children that girls as well as boys can be builders.

### Outcomes for children are good

Children are confident and independent learners. They are self-motivated to play and explore throughout the setting. For instance, children join their friends in a small group and sing songs without any adult support. They develop good social skills. Children learn letters and the sounds they represent, such as when they press letters into dough to form their name. This supports their early reading skills. Children learn and develop a good range of skills to help them when they move on to school.

## Setting details

<b>Unique reference number</b>	EY368420
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1137411
<b>Type of provision</b>	Sessional 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>	42
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Nightingale Community Playgroup Committee
<b>Registered person unique reference number</b>	RP522628
<b>Date of previous inspection</b>	10 January 2017
<b>Telephone number</b>	

Nightingale Community Pre-School registered in 2007. It is located in Eastleigh, Hampshire. The pre-school operates Monday to Friday, during school term time only, from 8.45am to 3.15pm. The pre-school receives funding to provide free early education for children aged two, three and four years. There are nine members of staff employed to work with children. Of these, seven members of staff hold a relevant level 3 qualification.

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