

St Francis Pre-School

Valentine Primary School, Valentine Avenue, Sholing, SOUTHAMPTON
SO19 0EQ



Inspection date	10 September 2018
Previous inspection date	21 March 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The leaders have started to track children's progress but the monitoring of staff teaching practice is not effective. Consequently, teaching across the team is variable, including how to teach early writing skills.
- The assessment and planning links are not secure enough, which means individual learning targets are not consistently good, particularly during adult-led activities and for children who have special educational needs (SEN).
- The organisation and deployment of staff during small-group time are not consistently good. On occasions, the needs of children who are not involved in these activities are not completely met.
- Not all parents receive specific information about how they can support their child's learning at home.

It has the following strengths

- The leaders have an accurate knowledge of their points for improvement and have made some progress since the last inspection to address the weaknesses identified.
- The leaders helped staff to increase their knowledge of child protection issues through effective training. They have clear procedures for the recruitment, vetting and induction of new staff.
- Overall, children feel safe, happy and build generally good relationships with staff. They demonstrate good behaviour and show a positive attitude to learning.
- Staff know the children well and some interaction during freely chosen play is effective. The learning environment outdoors is stimulating and encourages active play and exploration, which children enjoy.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the monitoring of staff teaching practice to raise standards in teaching and help children develop higher learning outcomes	26/10/2018
improve the use of assessment to ensure learning priorities are clear, particularly during the planning of adult-led play activities and for children who have SEN	26/10/2018
improve the organisation of small-group teaching activities and the deployment of staff, making sure it is fully effective to meet children's needs completely.	20/09/2018

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

- strengthen working in partnership with parents, linking the learning to home
- develop the staff understanding of teaching early writing skills.

Inspection activities

- The inspector spoke to children, observed play activities indoors and out, looked at available resources and read relevant documentation.
- The inspector held discussions with the lead practitioner and provider about leadership and management, including self-evaluation and improvement methods.
- The inspector spoke to some parents and took account of their views.
- The inspector carried out a joint observation with the lead practitioner.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of leadership and management requires improvement

The new lead practitioner is actively reviewing the quality of provision and identifies some areas for improvement. She has developed a clear system to monitor children's progress. However, the monitoring, ongoing support and training of staff in their teaching methods are not consistently good. Safeguarding is effective. Staff have a secure knowledge of the procedures to follow in the event of a welfare concern about a child. All staff have an up-to-date knowledge on protecting children from extreme views. The provider follows robust recruitment procedures that help ensure staff are suitable. Staff work well with the local school to help children move on. They link with other professionals to share information to help provide for children's learning. Although staff develop some positive relationships with parents, not all staff actively support them to build on children's learning at home.

Quality of teaching, learning and assessment requires improvement

A variety of learning experiences is provided for children but the quality of teaching is not consistently good throughout the day. The staff are not using their assessments well enough to ensure experiences are targeted to children's individual learning priorities, including those who have SEN. Some staff provide children with challenging learning experiences, such as when they repeat the words in a favourite book and ask children to find the animal from the basket of animals. They encourage talking during small-world play and model different vocabulary linked to zoo experiences. Staff encourage children to mix and explore paints, using brushes. On occasions, particularly during adult-led activities and small-group times, unclear learning objectives and staff who are not deployed effectively affect children's rate of progress.

Personal development, behaviour and welfare require improvement

Children form strong bonds with their key persons, particularly new, unsettled children. Although some staff offer comfort and support to upset children, the leaders sometimes lack knowledge and skill in what to do when children require emotional comfort, while waiting to go home. Overall, children feel safe, happy and enjoy their time at pre-school. They behave well and are learning to share and to treat others with respect. Children who learn best outside, routinely have access to a wide range of outdoor learning opportunities to help them reach their potential. Children are developing personal independence in readiness to their move to school, such as when they use the toilet independently and wash their hands before eating.

Outcomes for children require improvement

Not all children are consistently supported to make good progress. Nonetheless, children gain the basic skills they need for their future life. Children are developing their talking skills and older children show an interest in counting on from a given number and combining numbers. Children enjoy the space and play resources outdoors, playing, climbing and using wheeled toys in the fresh air. They explore the properties of sand and water, and natural materials in the mud kitchen, using their hands and some resources. Although they have opportunities to make marks on paper, some staff lack a good teaching approach on how to teach early writing skills.

Setting details

Unique reference number	EY404890
Local authority	Southampton
Inspection number	10057084
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	42
Name of registered person	Street, Susan Anne
Registered person unique reference number	RP907969
Date of previous inspection	21 March 2018
Telephone number	07967724085

St Francis Pre-School registered in 2009. It operates from a classroom in Valentine Primary School, in the Sholing area of Southampton. The pre-school employs nine members of staff. Of these, seven hold appropriate early years qualifications at level 2, 3 and 4. The setting is open from Monday to Friday during school term times. Sessions are from 7.45am to 11.45am and from 12.30pm to 3.30pm. There is also a breakfast club and a lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

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