

Twiggs Lane Pre-School

Marchwood C of E Infant School, Twiggs Lane, Marchwood,
SOUTHAMPTON SO40 4ZE



Inspection date	13 September 2018
Previous inspection date	2 October 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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

The provision is outstanding

- The leadership team is highly accountable for its actions and decisions. Managers consult with regulatory authorities and their professional bodies as they update and follow robust policies and procedures.
- Children settle into the pre-school rapidly, and make very smooth and confident transfers on to school. Initial home visits, high-quality sharing of information and working with local teachers to challenge high achievers are just some of the highly successful strategies staff use to prepare children well for change.
- Staff make perceptive, well-informed observations and assessments of children's progress. They work smoothly with parents to identify the next steps in their children's development and help them to make more rapid progress in their learning.
- The leadership team monitors the rate of each child's progress across every aspect of their learning and development. Leaders promptly provide additional opportunities to extend children's strengths or extra help to overcome subjects they find more difficult. Staff are highly successful in helping all children to reach their full potential.
- Children are extremely well-prepared for school. Staff use their close partnerships with school staff to develop secure foundations for future progress in reading and writing. Children are emotionally strong and have the necessary foundation skills to start school confident and keen to try new challenges.

What the setting needs to do to improve further

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

- implement plans to share good practice with parents, to provide further continuity in care and identify wider sources to assist them in supporting their children's learning even further.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the leadership team.
- The inspector observed care routines and completed a joint observation with the manager. The inspector and the manager discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is outstanding

Leadership is inspirational. Over many years the pre-school manager has earned and sustained the respect and confidence of parents, staff and other local professionals. The manager nurtures a team of highly qualified and experienced staff. She successfully targets the highest standards of education, care and safety for all the children. The premises are secure and the manager is constantly evaluating and improving them. For example, a new soft play surface outdoors helps to reduce the risks of trips and grazes. The leadership team diligently and swiftly addresses any causes for concern, such as accidents, injuries, child protection issues or children's individual medical needs. Leaders check that staff can respond appropriately if they are concerned about the welfare of a child or the quality of staff care. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

Staff know precisely how to engage children, build on their interests and challenge them to higher levels of thinking. For example, as children learn to take turns on a toy tractor, staff spark their imaginations with ideas for tool kits and petrol pumps. Children learn to manipulate spanners and screwdrivers, write numbers for prices and agree whether cars need petrol or diesel. Staff share their ideas, gained from high levels of professional training and extensive experience, to raise the quality of teaching to even higher levels. For example, they sensitively encourage children to reflect on their play, describe and solve problems they encounter, and delight in their greater achievements.

Personal development, behaviour and welfare are outstanding

Children quickly develop secure emotional attachments with all of the staff. New children enthusiastically explore different activities and play with key staff and new friends. For example, children share ideas about using equipment and planning meals together as they experiment in a large mud kitchen. They compare different ways to clean the teeth of dinosaurs, talk about their favourite ice creams and find natural materials to enhance their pretend play with toy farmyard animals. Children are extremely happy and relaxed in their play and they enjoy plenty of fresh air and physical activity. Staff support parents with younger children with information on topics such as potty training, sleep and developing speech. However, local outreach services have moved and staff are now looking to identify where to direct parents who request more specialist help.

Outcomes for children are outstanding

Outcomes for all children are high. Children who join the pre-school with delayed speech and language leave to start school as confident communicators. Older or high-achieving children develop a very broad knowledge base as well as advanced skills in literacy and mathematics. For example, they use writing materials for different purposes, such as making shopping lists and instructions. Children know how to handle knives safely when they help to prepare food. They are very self-assured and tell stories using props such as puppets, home-made books, instruments and songs.

Setting details

Unique reference number	EY425902
Local authority	Hampshire
Inspection number	10063253
Type of provision	Full 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	20
Number of children on roll	35
Name of registered person	Twiggs Lane Pre-School
Registered person unique reference number	RP530554
Date of previous inspection	2 October 2015
Telephone number	02380 675 818

Twiggs Lane Pre-School registered in 2011. It operates from a classroom in Marchwood Infant School, located in Marchwood, near Southampton. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. It is open each weekday during school term times, from 8am to 4pm. There are seven members of staff, all of whom hold appropriate early years qualifications between level 3 and level 6. One member of staff holds qualified teacher status. The pre-school also employ an administrator.

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