

# Little Drummers Pre-School

Drummond Community Centre, Drummond Road, Hedge End, Southampton, Hampshire SO30 2AD



<b>Inspection date</b>	18 September 2018
Previous inspection date	19 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The leadership team has high expectations of staff and they work cohesively together. An effective and well-established programme of professional development ensures quality standards across the pre-school.
- The staff set up stimulating activities each day, to encourage children to be inquisitive and to develop their love of learning. They show competent teaching skills. Children are very keen, motivated learners and make good progress.
- The staff are very sensitive to the needs of new children and skilled in supporting them to settle and feel happy. Children show very strong relationships with staff. Their behaviour is exemplary.
- The leaders pay high attention to supporting children who have special educational needs. They are knowledgeable and capably support children, some of whom make substantial and sustained progress.

### It is not yet outstanding because:

- Although the leadership team closely monitors individual children's progress, there is less emphasis on monitoring different groups of children, to ensure high-quality learning outcomes.
- The manager recognises the resources and equipment for children's physical development is not of the highest quality, to challenge their physical skills fully.

## What the setting needs to do to improve further

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

- strengthen the monitoring and tracking of different groups of children, to ensure high-quality learning outcomes
- extend play resources to give further opportunities for children to develop high levels of physical skills.

### Inspection activities

- The inspector observed children's play and learning activities inside and out, and talked to children.
- The inspector held a leadership and management discussion with the manager and the nominated person, and looked at relevant documentation.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of leadership and management is good

The leadership team and staff are experienced, well qualified and fully understand their responsibilities. Safeguarding is effective. All staff have up-to-date safeguarding training and have a strong knowledge of the procedures to follow to protect children and keep them safe. The manager ensures that all staff receive regular guidance, support and training. This has a positive influence on the quality of teaching. For example, staff are implementing an effective programme, with parents, to support children's talking skills following recent training. Partnerships with parents and other agencies who support children are very good. Parents receive useful information about how children learn through play, to help them carry on activities at home.

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

Staff engage children's interests and interact with them extremely well, offering good challenge and extension. For example, during outdoor play with diggers, small figures and varied materials, staff involve children in meaningful conversations to help extend their thinking, imagination and to model vocabulary. Staff take time to listen to children and patiently show them how to use tools to manipulate and model dough. Staff offer children good opportunities to practise early writing skills using a variety of implements and media, such as cardboard on the floor with pens or chinks outside. All staff are involved in planning the curriculum. They give their ideas at weekly staff meetings, where children's progression is monitored and planned for. They weave mathematics into the daily routine, such as when children line up for lunch club.

### Personal development, behaviour and welfare are good

Children are cared for in a well-organised, safe and secure environment where they feel extremely comfortable and at ease. Leaders place a strong emphasis on implementing an effective key-person system. This ensures settling-in sessions are tailored to give every child an opportunity to play with and build a strong relationship with adults. Staff help children to take responsibility for themselves and extend their self-help skills. For instance, children access the snack bar when they feel hungry and learn to wash their hands before meals and after using the toilet. They learn to blow their nose independently and dispose of the tissue hygienically, following the pictorial poster. Children learn about people and communities through the participation of various festivals.

### Outcomes for children are good

Children are self-assured and some confidently talk to visitors. They excitedly make their play choices indoors and outdoors, which supports their individual styles of learning very well. Children visit the book corner independently to look at books, often recalling elements of a well-known story. They show they are developing valuable future skills. Children demonstrate well-developed listening, attention and talking skills during whole-group teaching activities. For example, they confidently recall how they shared play resources with a friend. Children count and recognise numerals. Some children are learning to add one more to a given number.

## Setting details

<b>Unique reference number</b>	110486
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063165
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Little Drummers Preschool Committee
<b>Registered person unique reference number</b>	RP517927
<b>Date of previous inspection</b>	19 November 2015
<b>Telephone number</b>	07971647019

Little Drummers Pre-School registered in 1990. It operates from the Drummond Community Centre in Hedge End, Hampshire. The pre-school is open each weekday, during term time only. It operates Monday, Tuesday and Thursday between 9am and 3pm. On Wednesday and Friday it operates between 9am and 12.30pm. The pre-school employs eight staff, all of whom hold appropriate early years qualifications at level 3, 4 and 5.

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