

Southfields Pre-School

Old Hall Farm, Screveton Road, Car Colston, Nottingham,
Nottinghamshire NG13 8JG



Inspection date	18 December 2018
Previous inspection date	3 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The pre-school environment is inviting and beautifully presented for children. Staff put a lot of thought and care into the activities and resources that they provide for children. For example, following some plumbing work carried out in the nursery, staff provide a number of different tools and pipes for children to explore and investigate.
- Staff are very good role models for children. They are kind, caring and authentic. Children respond extremely well to their interactions and clearly enjoy their time talking to and playing with staff.
- The manager is knowledgeable and hard working. She ensures that her team has plenty of opportunity to access training and professional development. This supports staff to provide consistently good-quality teaching. Staff have recently attended a course which supported their knowledge of how boys play.
- The outdoor provision is particularly strong. Children show high levels of well-being and engagement while playing in the wide open space of the farmland on whose site the pre-school is based. Staff provide waterproof all-in-one suits so that children can access the outdoor environment comfortably in all weathers.
- Parents are extremely happy with the provision. They say that it is unique and that they travel some distance to bring their children because they value the pre-school so much. Staff provide regular updates for parents about their children's progress and development.
- Staff do not always accurately identify children's initial starting points when they start at pre-school.
- The manager does not fully check the progress of the different groups of children to help identify less obvious gaps in their learning and to tailor teaching if required.

What the setting needs to do to improve further

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

- enhance staff's understanding of the assessment process in place to help them accurately identify children's starting points so that children make the best possible progress in their learning
- build on monitoring to track the progress of different groups of children in order to spot any less obvious gaps in their learning quickly and tailor teaching to help them catch up if needed.

Inspection activities

- The inspector observed activities in all parts of the pre-school.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records and the pre-school's policies and procedures, including those related to the suitability of staff.

Inspector

Josie Mapes

Inspection findings

Effectiveness of leadership and management is good

Leadership and management are strong. The manager is dedicated and hard working. She leads a highly qualified staff team that is passionate about what it does. Partnerships with parents, other agencies and settings in the local area are good. Staff have regular parents' evenings and share detailed developmental summaries to help communicate to parents how children are progressing. The arrangements for safeguarding are effective. The manager and her staff team are confident to make a referral if they have concerns about the welfare of a child. Children are well supervised at all times and staff deploy themselves throughout the setting to ensure children are safe and secure. Daily risk assessments of the premises mean that any potential hazards are quickly minimised. The manager and her team use self-reflection well. Recently, they attended a network meeting which inspired them to re-evaluate some areas of their practice in order to further develop and improve.

Quality of teaching, learning and assessment is good

Staff know children very well. They plan a host of activities and resources which matches children's interests and needs. Children enjoy making Christmas puddings for the birds. They look at the recipe and gather the ingredients they need. Everyone joins in mixing and stirring the ingredients with big wooden spoons. Staff are sensitive in their interactions with children. They know when to encourage children to become absorbed in their own play, and at other times gather children together to join in with some familiar Christmas songs while they play. Children have lots of wonderful experiences while they are at pre-school. After spending time outdoors in the cool winter weather, they enjoy a cosy story and a hot chocolate together in the warm and welcoming book corner.

Personal development, behaviour and welfare are good

Children's social and emotional development is very well supported by staff at the pre-school. The manager maintains low adult-to-child ratios for the majority of the time, which means that children have lots of opportunities to really get to know staff. This helps to support their confidence and overall well-being as they feel safe, secure and well cared for. Children get to know the routines of the day well. They enjoy a home-cooked hot meal at lunchtime and have lots of time in the fresh air outside. Children behave very well and happily share and take turns with resources.

Outcomes for children are good

Children make good progress. They develop a range of key skills which helps prepare them for school and future learning. Children socialise happily with their friends. They demonstrate care and concern for others and are eager to join in play and learning. Children concentrate for long periods of time on activities of their own choosing. They enjoy building towers out of building blocks and have a competition to see who can build the highest one.

Setting details

Unique reference number	253397
Local authority	Nottinghamshire County Council
Inspection number	10065274
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	18
Number of children on roll	16
Name of registered person	Beeby, Amanda Jane
Registered person unique reference number	RP908476
Date of previous inspection	3 July 2015
Telephone number	01949 20123

Southfields Pre-School registered in 1999. The setting employs six practitioners. Of these, two hold an appropriate early years qualification at level 6, one holds level 5, and three hold level 3. The setting opens Monday to Friday for 50 weeks of the year, closing for Christmas week and August bank holiday week. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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