

Little Shipmates Pre-School

Waterside Primary School, Southampton SO45 6ET



Inspection date	26 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff are ambitious and committed to continuous improvement of the pre-school. They regularly seek the views of parents and children to help reflect upon achievements and define targets, which support continual development. For example, the newly introduced pre-school library helps staff share information with parents to help them understand how children's early literacy can be further supported at home.
- Staff have caring, affectionate relationships with children. They get to know them well by gathering important information about their home routines, interests and needs from entry. Children are happy, settled and secure. They enthusiastically attend the pre-school and take part in a good variety of enjoyable activities.
- Staff have established strong partnerships with parents and carers. They use daily discussions and online systems to exchange information about children's achievements. Parents comment very positively about the 'nurturing' and 'caring' staff and how well supported their children are while attending pre-school.
- Staff provide an extremely welcoming and happy environment for children to learn and play. Children have an excellent range of toys and resources available to them and staff plan highly-stimulating activities to meet their individual needs well.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff work effectively with other professionals, such as speech and language specialists. This allows staff to identify and support children's individual needs. All children make good progress in their development.
- Although staff have implemented new systems to liaise with other settings that children attend, these communications do not include sharing information on children's learning and development to promote continuity of learning.
- On occasions, staff do not promote enough opportunities for children to investigate and use technology for different purposes in their play and learning.

What the setting needs to do to improve further

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

- enhance the links with other settings that children attend so all providers collaborate in children's learning and development
- extend opportunities for children to select and use technology independently for different purposes in their play and learning.

Inspection activities

- The inspector held conversations with the management team, staff and children throughout the inspection.
- The inspector observed activities both indoors and outdoors to make a judgement on the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents and grandparents and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector sampled documents, including children records, policies, safeguarding information, and checked evidence of suitability and qualifications of staff.

Inspector

Sarah Denman

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibilities to safeguard and protect children in their care. They know how to identify and report any concerns appropriately. The management team ensures additional funding is used effectively to support children's needs and successfully monitor educational programmes for children. They monitor individual and groups of children's learning and development, to ensure any identified gaps are swiftly closed. Procedures for recruitment are effective. The management team undertakes stringent checks to ensure staff's suitability to work with children. Staff receive regular supervision meetings and attend training, which has had a positive impact on their practice. For example, recent training has enabled some staff to share strategies to help support and manage challenging behaviour more effectively.

Quality of teaching, learning and assessment is good

Staff encourage children's speaking and listening skills effectively. For example, they provide a running commentary about what children are doing and extend vocabulary well. Staff ask meaningful questions that encourage children to share their thoughts and ideas. Children have many opportunities to develop their imagination and number skills well. For example, children play enthusiastically in the home corner area. They confidently pretend to prepare and cook the real food produce. Children build on their existing knowledge and decide to make vegetable soup and tea. They independently cut, peel open and take out the peas, counting them as they place them in the nearby pots. Staff engage children in playing musical instruments and encourage them to sing their favourite nursery rhymes. They explore fast, slow, loud and quiet sounds.

Personal development, behaviour and welfare are outstanding

Children's welfare is at the heart of pre-school life. They show they are extremely happy and secure. Staff are tremendously nurturing, perceptive and support the children's well-being at all times. Children behave impeccably. They understand the rules and routines extremely well and follow these with ease. Children play, chat and interact together in an extremely friendly manner and show a great deal of respect for each other. Staff show skill and expertise in helping children to deal with any friendship woes that occur and teach them to manage any issues positively. Staff are excellent role models. They listen carefully to children, respect their views and value their opinions.

Outcomes for children are good

All children are enthusiastic learners and make good progress from their initial starting points. Children develop good levels of language and have a keen interest in literacy. For example, older children identify letters in their name and confidently discuss the sounds they make. They demonstrate good hand-to-eye coordination. Children use tools for a purpose, such as spoons to scoop, pour and mix flour as they make their own play dough mixture. They communicate confidently with each other, staff and visitors. Children display a positive attitude to their learning and develop the skills they need for the future, including starting school.

Setting details

Unique reference number	EY543492
Local authority	Hampshire
Inspection number	10090251
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	72
Number of children on roll	89
Name of registered person	Little Shipmates Group Limited
Registered person unique reference number	RP903282
Date of previous inspection	Not applicable
Telephone number	02380 840971

Little Shipmates Pre-school registered in 2017, it is one of six nurseries privately owned and managed by Little Shipmates Group Limited. The nursery operates from a purpose-built building within the grounds of Waterside Primary School in Hythe, Hampshire. The pre-school opens from 8.30am to 5pm, Monday to Friday, all year round apart from Christmas and bank holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. A team of 11 staff work with the children, of these nine hold relevant early years qualifications at level 2 and above. Two senior staff hold a level 6 degree in early years.

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