

St James Nursery and Pre-School

182 Winchester Road, Southampton SO16 6UG



Inspection date	28 May 2019
Previous inspection date	14 June 2016

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 provider is ambitious and has a high expectation for the setting. She has a robust self-evaluation system where she gains the views of children, parents and practitioners.
- The provider places a strong focus on professional development, which boosts practitioners' morale and impacts children's learning experiences.
- Practitioners have high expectations of children. They observe children through free-play activities and 'in the moment' planning, where they follow children's interests and use their quality teaching to enhance learning and development.
- Practitioners provide a stimulating and welcoming environment inside and outdoors, which encourages children to explore. The setting is working towards accreditation into 'the curiosity approach'.
- Children are motivated to learn. Older children eagerly join in with 'wake and shake' when they arrive in the morning, where they exercise to music. This promotes children's physical development.
- Practitioners have formed close attachments with children, which enables them to support children's emotional needs well.
- Parents speak highly of the setting. They feel that practitioners and managers are approachable. Parents enjoy being involved in their children's learning and like the connection of learning that is encouraged at home.
- Children's behaviour is good. They like each other's company and show kindness to one another. Children say 'sharing is caring' while passing lunch around the table.
- Practitioners do not provide appropriately sized equipment at lunchtimes to enhance children's developing independence.
- Key persons do not gain enough precise information from parents about what their children can already do when they start at the setting. This impacts how well the environment meets the needs of individual children.

What the setting needs to do to improve further

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

- provide appropriately sized equipment to enhance children's developing independence during mealtimes
- gain more precise information from parents about what children can already do when they start at the setting, to support their settling in.

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector
Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

The provider's high standards are embedded into practice through the support of her two managers. Together they reflect on practice and gain the views of practitioners, children and parents. Recently, a group of children took part in an activity where they answered questions on their pre-school experiences. Children stated that 'she helps me with my numbers' and 'she helps me with my exercises'. Managers support professional development well. Practitioners attend training which has a positive impact on children's learning. For example, children take part in a activity called 'blast' which supports their communication and language skills. Managers work closely with key persons to monitor all groups of children's progress. Safeguarding is effective. The provider is the designated safeguarding lead and is confident in knowing her role and responsibilities. She supports practitioners with ongoing safeguarding training to ensure their knowledge of signs, symptoms and how to pass on information is robust.

Quality of teaching, learning and assessment is good

Practitioners provide children with an environment that encourages them to be curious about the world they live in. This develops children's imagination and ability to think critically. For example, older children explore dough and are provided with a range of different materials to add texture and smell. Younger children explore sensory mats. They use their whole bodies to work out how the liquid can move around the mats. This supports their physical development and problem-solving skills. Practitioners record accurate assessments of children, share these with parents and encourage 'homework'. For example, children show interest in helping with food preparation. They then become involved in helping to prepare dinner at home. This connected approach to learning has a positive impact on children's rounded development.

Personal development, behaviour and welfare are good

Children arrive at the nursery ready to learn. They show confidence in knowing the routines. Practitioners provide pictures of the routine as a visual prompt for children throughout the day. They engage well with children through good eye contact and modelling language. Practitioners give children clear reminders of the rules and boundaries of the setting, which they successfully demonstrate their understanding of. For example, children listen to one another and show respect during small-group time. Younger children take turns to pick songs they would like to sing by selecting the picture from the choosing board.

Outcomes for children are good

Children make good progress from their starting points. Their individual needs are identified early. Children with special educational needs and/or disabilities are supported well to close any gaps in development. Key persons form 'top tips' for all practitioners to encourage consistency in their approach for individual children. Mathematical language is used during play to enhance children's understanding. Older children learn matching numerals to quantities during a drumming game and younger children count the steps as they climb the climbing frame. This helps prepare children for the next stage of their development, including school.

Setting details

Unique reference number	EY473572
Local authority	Southampton
Inspection number	10075669
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	40
Number of children on roll	69
Name of registered person	St James Nursery and Pre-School
Registered person unique reference number	RP533369
Date of previous inspection	14 June 2016
Telephone number	02380782927

St James Nursery and Pre-School re-registered in 2014. It is open from 8am until 6pm on weekdays for 51 weeks of the year, closing for a week at Christmas and on bank holidays. There are currently 12 staff members, nine of whom hold relevant qualifications at level 3 or above. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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