

# Redbridge Preschool

Redbridge Community School Campus, Cuckmere Lane, Millbrook,  
SOUTHAMPTON SO16 9RJ



<b>Inspection date</b>	8 July 2019
Previous inspection date	16 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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

### This provision is outstanding

- The manager's passion and dedication to her role are exemplary. Her drive to succeed and bring her team with her is exceptional. For example, each practitioner has a different focus within the pre-school which they take the lead on, such as healthy eating. This has an extremely positive impact on the team morale and the growth of practitioners' knowledge and skills. This supports the fantastic learning environment and the quality of teaching children receive.
- Managers and practitioners enthusiastically gain the views of all children in the setting. They do this highly effectively through a 'pre-school council'. Children are actively encouraged to take pictures and talk about what they like and dislike about the environment. These views are then quickly actioned to enhance children's experiences. This promotes children's positive self-esteem.
- Practitioners know the children exceptionally well. They plan for individual children's next steps in learning superbly by following their emerging interests. They demonstrate consistent high levels of teaching and respond to children's needs sensitively. This promotes rapid development in children's individual learning and development patterns.
- Children show a positive sense of themselves. They behave exceptionally well and show the deepest of respect for each other as individuals. This supports their understanding of equality and diversity.
- Children are thoroughly prepared for the next stage of their learning, including school. Children with special educational needs and/or disabilities (SEND) are supported extremely well. Practitioners break down barriers to their learning and develop strategies to suit their needs. Children flourish through well-planned learning. They gain valuable skills that contribute to the excellent foundations they build at pre-school, such as independence and social skills.
- Parents value, and are full of praise for, the excellent partnerships they have with practitioners. They comment that their children's confidence and communication have developed since starting pre-school and that they are prepared well for school.

## What the setting needs to do to improve further

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

- consider ways to continually develop the organisation of activities to further promote a calming environment for children.

### Inspection activities

- The inspector observed the quality of teaching to assess the impact this has 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, evidence of staff suitability checks and children's developmental records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked a sample of children's learning and development from their starting points to view progress made.

### Inspector

Hayley Doncom

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager's ambition keeps the pre-school striving for excellence. She has completed a degree in early years education and uses this to make continuous improvements. For example, she has developed outdoor play. The children use open-ended resources, such as planks and logs, to create obstacle courses. Practitioners support children to manage their own risk, which promotes critical thinking. The manager monitors children's development accurately through rigorous tracking systems. She looks at groups of children, such as summer-born and gender, to see if there are any patterns in development. This identifies any gaps in children's learning and supports early intervention. Safeguarding is effective. The manager demonstrates that the safety of children is paramount. She has a robust knowledge of protecting children and what to do should she be concerned. Practitioners are vigilant. They monitor children's welfare and know how to share any concerns.

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

Practitioners set high expectations for all children, which supports the excellent outcomes they make. They tailor learning and the environment to meet children's interests. This will be continually developed to further enhance a calming environment. Children eagerly show an interest in caring for wildlife. Practitioners spark conversations about taking care of bees through skilful questioning to allow children to think. They ask children 'What do you think they need to drink?', and 'How can we help them?' This interest is then enhanced as children look through reference books to learn more. Children are involved in documenting their learning. They share what they feel they are good at and what they would like to learn. This is described as 'two stars and one wish'. This supports children's positive self-esteem and confidence to learn new skills.

### Personal development, behaviour and welfare are outstanding

Children are eager to look after their personal care needs. They happily brush their teeth daily. This promotes the importance of being healthy. Practitioners expertly educate children to develop an understanding of how to keep themselves safe. They do this through fun and inspiring discussions. For example, they discuss 'golden rules', including what they need to do when they are in the toilet. Children know they 'shut the door'. They also enthusiastically join in with counting all their peers. They say 'this helps us know how many friends are here if the fire alarm goes off'. Children behave exceptionally well. They have precious bonds with their key person, which enables them to build on their emotional well-being. This supports their developing relationships with their peers.

### Outcomes for children are outstanding

Children fully embrace every opportunity for learning, which leads to them making excellent progress from their starting points. They demonstrate eagerness to do things for themselves, such as getting dressed and applying sun cream. Children with SEND develop their concentration levels superbly well during their chosen tasks. This promotes positive self-esteem.

## Setting details

<b>Unique reference number</b>	EY262068
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10108549
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Redbridge Community Playgroup
<b>Registered person unique reference number</b>	RP521442
<b>Date of previous inspection</b>	16 December 2014
<b>Telephone number</b>	02380 764 211

Redbridge Preschool opened in 1980 and registered with Ofsted in 2001. It is managed by a voluntary committee. The pre-school operates from rooms within Redbridge Community School in the Millbrook area of Southampton. It opens from 8am to 3.30pm, Monday to Friday, during school term times. The pre-school receives funding for early education sessions for two-, three- and four-year-old children. Nine staff are employed to work with the children, all of whom hold a relevant early years qualification. The manager has completed a degree in early years education.

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