

Inspection of St Francis Pre-School

Valentine Primary School, Valentine Avenue, Sholing, SOUTHAMPTON SO19 0EQ

Inspection date: 9 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are motivated to learn and show high levels of concentration and engagement with the resources and unique environment. They form good relationships with staff and their peers. Staff encourage children to keep trying and have a go at new things to develop their resilience. For example, children spend time persevering to tack different shapes to a pinboard. Children know the rules and routines of the pre-school well. Staff remind children promptly and calmly when, on the rare occasion, they forget. As a result behaviour across the pre-school is good. Children are able to follow their own interests and find the resources they need to support their play. For example, children call for a 'plumber' and try to fix a 'flood' for themselves using buckets and a drainpipe. Children feel safe and secure due to the effective key-person system in place. Children are learning to express how they feel. For instance, children use the 'feelings' table and resources to show staff how they are feeling today. Children respond positively to adults and listen to instruction well. They show high levels of control and cooperate well with each other, which supports their emotional well-being.

What does the early years setting do well and what does it need to do better?

- Leaders have made significant improvements since the last inspection. They are passionate and have a clear vision for the pre-school, which is shared by the staff team. Leaders and staff work together to identify strengths and areas needing development. They have plans in place to address them to further improve learning for children. There is a very positive atmosphere across the pre-school. Staff are caring and nurturing to the children and this is reflected by children being kind to each other. As a result staff and children have fun and enjoy the activities together.
- Staff understand how children learn and develop and plan a curriculum which meets the needs of every child. They use accurate assessments of what children already know and build upon this. Staff support children, including those with additional needs and/or disabilities, to make good progress and prepare them for the next stage of their learning. As a result, teaching across the pre-school is consistently strong.
- Staff provide children with activities throughout the pre-school to teach them early literacy skills. For example, children listen intently when sharing books and confidently join in with the parts they remember. They also make shopping lists of what they need to 'buy at the shop'. Staff model language well and introduce new vocabulary to children appropriately, checking their understanding before moving on. For instance, small groups of children benefit greatly from daily language and listening activities.
- Staff work well with other professionals. They use their support, advice and guidance to work effectively with children with special educational needs and/or

disabilities. Staff use the strategies well and children swiftly achieve their potential as a result. Staff work well with parents, linking children's learning to home. However, this needs to continue to be strengthened to provide every parent with enough information about the early years foundation stage, and what their child's stage of learning and development is.

- Leaders have an effective staff supervision process in place. They value the staff and support their well-being effectively. Leaders have introduced a process to observe the teaching practice to support staff's professional development further. However, this is in the early stages and needs to be embedded further to achieve the full impact on children's learning.
- Staff care practices promote children's confidence and independence. They encourage children to think of solutions to problems for themselves. For example, children decide they must dry the equipment before it is safe for them to climb on.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure the staff understand their responsibilities to keep children safe. Staff know the process and procedures to follow to identify and report any concerns they have about a child or another member of staff. Leaders have a robust recruitment, vetting and induction process in place. Staff know when they must inform leaders of any changes that may affect their suitability to work with children. Leaders have ensured that all staff have accessed training in the wider safeguarding context. For example, staff have completed 'Prevent' duty and female genital mutilation training and know the signs to look out for.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to ensure that every parent knows how their child is doing with their learning and development
- strengthen the monitoring of teaching practice to support staff's continued professional development further.

Setting details

Unique reference number	EY404890
Local authority	Southampton
Inspection number	10120899
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	26
Name of registered person	Street, Susan Anne
Registered person unique reference number	RP907969
Telephone number	07967724085
Date of previous inspection	10 September 2018

Information about this early years setting

St Francis Pre-School registered in 2009. It operates from Valentine Primary School, in the Sholing area of Southampton. The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications. The setting is open from Monday to Friday during school term times from 8.45am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jayne Godden

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector carried out a learning walk of the pre-school to gain an overview of the provision being offered.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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