

# Inspection of Little Clovelly Pre School

Sure Start, 60-68 Clovelly Road, SOUTHAMPTON SO14 0AU

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Inspection date:

6 November 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Little Clovelly Pre School celebrates diversity, with children from a wide variety of cultures, linguistic backgrounds and specific needs coming together each morning to happily play and learn. Overall, children have fun in the stimulating place spaces, behave well and show a positive attitude to learning. However, staff are not fully skilled and knowledgeable in managing children's specific learning needs consistently. For example, whole-group adult-led activities are not adapted and pitched well with realistic expectations to support the varying needs of the children. Children are often restless and distracted at these times, which occur regularly at the beginning and end of the session. Not all staff are using their new strategies, such as emotion cards, when dealing with children with challenging behaviour. At other times some staff show good teaching skills, such as when they support children in play to be imaginative with paint outside and talk about fireworks. Better teaching is also shown when staff follow up on a child's interest in soft-toy bears by reading a book about bears and other animals. This interest is extended further when children have opportunities to practise their mathematical skills as they sort different-coloured bears by size. One-to-one teaching support for children with specific learning plans, such as using pictorial symbols, has recently been introduced. This is beginning to positively influence children's learning and the progress they make.

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

- The managers and leader have an accurate view of the setting and a clear vision for the future of the pre-school. They have a good development plan in place. The managers are working on embedding practice across the team after a recent safeguarding concern when appropriate action was taken. The managers are sensitive to the well-being of their staff and put in place good emotional support when they recognise difficult times.
- Children are happy and have an enjoyable, purposeful learning experience in the stimulating play areas. They are motivated in play to explore, experiment and have a go at a good variety of activities indoors and outdoors. Overall, staff know their children well. They interact and support children generally well.
- There is good attention given to children's health and physical development. Staff plan a fun yoga session which encourages the children to move their bodies in a variety of ways. Children enjoy cleaning their teeth after the healthy snack. They eagerly sit on chairs, select their brush and happily clean teeth while staff sing the toothbrushing song to support language development.
- Relationships are strong with parents, who report positively about their child's early years experience. Staff encourage children to develop an enjoyment of books. One example of this is through the book-sharing scheme which enables children to take books home, and helps support their communication and

language skills. Staff work closely with outside agencies, such as the speech and language therapist and social workers, to help meet children's specific needs.

- Staff induction, training and support is not fully effective and embedded across the team. For example, staff who have been promoted and new staff lack tailored guidance specific to their role. Training and strategies to support children with special educational needs and/or disabilities (SEND) has increased over the last few months. However, staff lack formal qualifications and experience in this aspect of their role, which is having an impact on the implementation of learning activities.
- Although the leader and managers understand the needs of their children, they do not ensure effective monitoring of staff takes place. This means the quality of teaching is not consistently good and effective to match children's varying needs.
- The adult-led, whole-group teaching activities are routine driven and do not effectively take account of the children's needs. Staff have a clear understanding of the learning intention but the way they implement these group times and the impact on children is not successful enough. They do not capture children's interest well enough at these times.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are trained in child protection and have a clear understanding of what would concern them and the procedures to take if they are worried about a child. They have a secure knowledge of the whistle-blowing procedure and managers act swiftly when concerns are brought to their attention. For example, they recently notified Ofsted and the designated officer of concerns relating to the way staff managed children's challenging behaviour. A full independent review was initiated, and immediate action taken to reduce child numbers and address the training needs of staff. The re-focus on behaviour management and safeguarding ensures children's needs are met.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
Improve the induction and training of staff to ensure that good practice is successfully embedded across the team, specifically in relation to supporting children with special educational needs and/or disabilities.	17/01/2020

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

- use accurate and effective monitoring systems to improve the quality of teaching, staff skills and practice to a consistently good or better level
- evaluate whole-group teaching more regularly to identify what works well and what does not. Change and adapt routines to the needs and cohort of the children attending.

## Setting details

<b>Unique reference number</b>	EY471194
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10106628
<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>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Southampton City Council
<b>Registered person unique reference number</b>	RP901784
<b>Telephone number</b>	02380331635
<b>Date of previous inspection</b>	25 June 2014

## Information about this early years setting

Little Clovelly Pre School registered in 2013. It is run by Southampton City Council. The pre-school operates from an open-plan room at a Sure Start Children's Centre in the centre of Southampton, Hampshire. The pre-school is open each weekday from 9am until midday, during term time. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. A team of four staff work with the children, including the leader. All staff have relevant early years qualifications to level 3.

## Information about this inspection

### Inspector

Lorraine Wardlaw

## Inspection activities

- The inspector conducted a learning walk with the leader to discuss how they organise the early years provision, including the aims and rationale for their curriculum.
- The inspector conducted a joint observation with the leader and evaluated the quality of teaching.
- The inspector observed children playing and learning and talked to children and to staff about the children.
- The inspector spoke to a sample of parents to gain their views of the setting.
- The inspector held a leadership and management meeting with the senior managers of the setting to discuss safeguarding arrangements and also sampled documentation.

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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