

Inspection of Parrywood Pre-School Eastleigh

All Saints Church, Desborough Road, Eastleigh SO50 5NH

Inspection date: 11 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily and confidently separate from their parents. Staff greet children warmly, making them all feel welcome. Children quickly settle and explore the good range of activities available. They enjoy movement sessions, suggesting the number of hops and star jumps they need to do to stretch their bodies. Staff are kind and considerate. They respond well to children's individual needs, encouraging independence but offering assistance, praise and reassurance as required. Staff carefully monitor children's developmental progress. They plan activities to encourage individual interests and meet developmental needs. As a result, children are motivated to explore, participate and develop their curiosity. They make good developmental progress. Staff have clear behavioural expectations and are positive role models. Children are learning to take turns, share and show kindness and consideration to others. Staff model language clearly and teach sign language to enhance communication. Behaviour is good. Children join in with rhymes, clearly recalling the words and signs. Parents speak very highly of the caring staff team. They can see the progress their children make and know their children are eager to attend. Parents value the additional sessions the setting offers and the support and advice the staff provide to encourage children's development.

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

- The management team supervises staff effectively. Staff receive regular supervision and an annual appraisal. They are encouraged to build on their knowledge and skills through ongoing training. This has a positive impact on the quality of teaching.
- Staff promote children's communication skills effectively, including for those with English as an additional language. They value children's first language and encourage English-speaking skills. They have dual language books and learn how to pronounce relevant words in the child's language to aid understanding. They translate information for parents.
- Staff develop strong effective partnerships with parents. Information is shared in a variety of ways enabling parents to be well informed about their child's activities and progress. They share ideas to encourage their next steps in learning and provide resources to encourage development at home.
- Children demonstrate their increasing coordination and balance as they use the outdoor play equipment. They cooperate with others as they use the see-saw and clearly delight in the opportunity to run freely.
- Staff encourage children's awareness of a healthy lifestyle. They encourage healthy eating and talk to children about their food. They ensure children learn to recognise the messages their bodies give them. For example, when they feel cold, they need to put their coats on. Children learn good hygiene routines.

- The management team is ambitious and reflective. They continually reflect and implement plans to improve. They seek the views of parents and professionals and use tools to assist in their evaluation of the service they offer. As a result, the setting constantly evolves, improves and meets the needs of those attending.
- Staff encourage children to demonstrate their increasing mathematical knowledge in practical ways, for example, as children help to lay the table for snack. They count how many children are present, then ensure they have enough chairs and plates around the table for them.
- Children listen to stories, encouraging their imaginations and an awareness of the written word. They demonstrate early writing skills and an awareness of how to use technology. For example, children explain how to use the electronic writing pad that lights up and show skill at driving the remote-control car around the playroom.
- Staff provide children with a broad variety of activities that interest and encourage their skills. However, the space is limited and sometimes there are too many resources in a small area to enable the children to benefit fully from the learning opportunities they provide.
- Careful observation and monitoring help to ensure that children's interests are followed and their skills are developed. However, sometimes staff miss opportunities to engage the younger children fully and adapt to their learning needs as effectively as they do for older children.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff are knowledgeable about child protection issues. They can describe the potential signs and symptoms of abuse, neglect or radicalisation. They know the procedures they must follow to report any concerns to relevant agencies. Managers ensure all staff attend regular safeguarding training and frequently test staff's safeguarding knowledge. Procedures for recruitment and to check ongoing suitability are thorough. Comprehensive risk assessing and risk management is a daily ongoing process. Regular fire drills help to ensure staff and children know the procedures to follow in an emergency.

What does the setting need to do to improve?

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

- consider how to make better use of the available space, taking into account the differing physical abilities and development of the children attending
- improve and adapt the learning opportunities for the younger children, to build on their interests and skills even further.

Setting details

Unique reference number	EY542379
Local authority	Hampshire
Inspection number	10089750
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 to 4
Total number of places	25
Number of children on roll	24
Name of registered person	Parry, Claire Jane
Registered person unique reference number	RP910930
Telephone number	02380641867
Date of previous inspection	Not applicable

Information about this early years setting

Parrywood Pre-School Eastleigh opened in 2016. The pre-school is open from 8.30am to 4pm Monday to Friday, term time only. There are eight staff, including a business manager. The setting owner/registered person holds early years professional status, the manager is qualified to level 6 and two staff hold degree level qualifications. They currently provide funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynne Lewington

Inspection activities

- The inspector toured the premises and reviewed resources with the manager and registered person.
- The inspector observed the children and staff at play and discussed their activities.
- The inspector took into consideration the views of parents.
- A planned activity was observed with the manager. The inspector discussed the teaching and learning observed.
- The registered person provided a variety of records, including development records, certificates of qualifications, attendance records and accident records.
- Feedback was provided at the end of the inspection.

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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