

Inspection of Start Point Sholing

Wood Close, Sholing, Southampton, Hampshire SO19 0SG

Inspection date: 12 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

The setting is a fully inclusive provision that celebrates all children as individuals. The effective planning systems support children well to achieve their milestones. Practitioners work closely with parents to provide a good level of continuity of care. This partnership allows practitioners to develop an understanding of children's backgrounds and previous experiences.

The members of the ambitious leadership team have specialist roles which complement each other well. This provides a good-quality educational environment for all children. Leaders have high expectations for all children. Some children who attend the setting have complex educational needs. Leaders value the diversity of children and welcome all into their setting.

Children demonstrate that they feel safe in the environment. They happily play with the resources available and engage well with practitioners. Children are motivated in their learning. They engage in imaginary play in the role-play area. Children use their home experiences to role play 'mummies and daddies'.

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

- The setting works well to engage parents in their children's learning. Practitioners gain a wealth of information from parents before a child starts at the setting. This helps practitioners tailor children's learning needs effectively on entry. Those children with special educational needs and/or disabilities (SEND) have detailed plans for settling in. This is to help children manage the transition. Two trained SEND practitioners work effectively with outside agencies to ensure children's learning and development are shared.
- Practitioners observe children and use these snapshots to help them build on their skills and knowledge. For example, children develop their mathematical knowledge as they transfer sensory materials. Practitioners challenge children well as they encourage younger children to develop an understanding of 'half full' and 'full'. Older children count how many spoons of ingredients they have added and begin to write the numbers. At times, some group activities are not as focused on the age and stage of development of the children taking part. This results in children losing concentration and interest.
- Practitioners have high expectations of all children. They support children to understand how to be kind to one another and manage their own conflicts well. However, on occasions, staff are not deployed well, which hinders them from supporting children effectively within this area.
- Children have positive attitudes to their learning. They form good attachments with their key person. These secure attachments promote children's confidence to access the environment. Children show delight in having the freedom to learn

both indoors and outdoors at their leisure. For instance, they build on their physical skills as they ride scooters and bicycles independently. Other children develop their fine motor skills as they complete puzzles and manipulate dough.

- Children show a good understanding of the rules and boundaries in the setting. For example, they independently use a sand timer when they see that the soft-play area has the maximum amount of children allowed. This enables children to learn to manage their own risks and wait their turn.
- Children have good use of technology to develop their learning. They work collaboratively with their peers and a practitioner when playing a mathematical computer game involving a car. This helps children to develop their social and problem-solving skills and learn how to use a mouse and keyboard.
- The setting has a strong leadership and management team which supports practitioners to develop their practice well. Practitioners' professional development is valued and encouraged. For instance, they attend communication and language training, which has subsequently helped them deliver language groups. This has had most impact for children who need further support with their speech. These groups help prepare children for the next stage of their learning, including school. Leaders act with integrity and show passion and dedication in supporting each child to achieve the best they can.
- Parents speak highly of the setting. They feel that their children's key persons communicate well with them and support their children's learning and welfare needs well, from toilet-training through to recognising their names.

Safeguarding

The arrangements for safeguarding are effective.

The members of the leadership team work closely with the staff to develop their awareness and understanding of safeguarding. They do this through training and will also be starting safeguarding quizzes. The leadership team has a good understanding of the processes for making referrals to outside agencies.

Practitioners know the signs and indicators of abuse, including how to report welfare concerns. They complete relevant documentation to ensure the safety of children, including the recording of absences. The leadership team has robust systems in place to recruit staff and check their suitability.

What does the setting need to do to improve?

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

- review group activities to ensure all children's ages and stages of development are considered and supported well
- strengthen staff deployment to ensure all children's needs are met effectively and their behaviour is fully supported.

Setting details

Unique reference number	161033
Local authority	Southampton
Inspection number	10108507
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	2 to 4
Total number of places	80
Number of children on roll	76
Name of registered person	Southampton City Council
Registered person unique reference number	RP901784
Telephone number	023 8036 3309
Date of previous inspection	3 June 2013

Information about this early years setting

Start Point Sholing opened in 2000. The setting accepts funding for free early years education for children aged two, three and four years. It opens from 8am until 5pm on Monday to Thursday and from 8am until 4pm on Friday. There are 29 members of staff. All of these have early years qualifications ranging from level 2 to early years degrees.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and the manager carried out a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and the manager to observe the quality of teaching.
- Discussions were held with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks.
- A leadership meeting was held with the inspector and the senior management team.

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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