

# Inspection of Woolston Preschool

Woolston Infants School, Florence Road, Woolston, Southampton, Hampshire SO19 9DB

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Inspection date: 13 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children and their families are warmly welcomed to the setting. Children have secure attachments with all practitioners. This means they feel happy and safe at the setting. Children are confident and eager to join in with activities. For example, they are keen to go on a visit to see a fire engine. Children are curious about the world around them. They ask questions and talk about the things they can see while out in the garden.

The curriculum is well thought out and interesting to the children. It builds on their knowledge and extends it further. For example, practitioners introduce a tally chart while the children are playing skittles. They provide activities that reflect the diverse backgrounds of the children. For instance, children learn about the different traditions their friends take part in. Children develop their early mathematical skills throughout their day. They talk about the different shapes they can see in the environment, measure different objects and happily count out their snack.

There is a well-established programme of outings which includes the library and the woods. This helps children develop an understanding of their local community. They talk keenly about their adventures. One of their favourite outings is to the local care home.

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

- Children's emotional development is very well supported by some practitioners. For example, practitioners take children who are overwhelmed to look at pictures of emotions. They ask the children to choose which one they are feeling. Practitioners work with children to understand this emotion and the suitable next steps. Children also have the opportunity to take part in nurture groups. This further supports their emotional development when they need it the most. However, this practice is not yet consistent among all practitioners.
- The setting manager has ambitious plans for the pre-school. She understands the importance of carrying out supervision meetings, but has not had time to fully embed this. She is aware of the need to continuously develop practice and uses parents' feedback to enhance the experiences provided at the setting. For instance, she has changed how they provide information on children's learning.
- Parent partnerships are excellent. The setting communicates with parents in a variety of ways, which ensure they reach all parents. Parents comment positively on the recent changes made by the new setting manager. Practitioners encourage parents to take part in activities. For example, parents are invited to a Christmas craft session. Practitioners provide parents with interesting activities to support their child's learning further.
- Practitioners have high expectations of the children and their development. They

complete regular observations on the children and use their assessments to identify any gaps in learning and development. Practitioners then plan effectively for next steps which close any gaps in learning. Children make typical progress in their learning and development. They are well prepared for their next stage of learning.

- Children with special educational needs and/or disabilities (SEND) have their needs well catered for. For example, practitioners teach all children to sign to support their language development. Activities are also adapted to reflect the children's individual stage of development. Practitioners are quick to identify any concerns. Appropriate strategies are then put in place promptly.
- Practitioners act as good role models. They promote positive behaviour and manage children's behaviour effectively. Children show an excellent understanding of the practitioners' expectations. For example, children stop immediately when the bell signalling group time rings. They listen attentively as practitioners give instructions.
- Practitioners introduce books in exciting and engaging ways. This helps develop children's literacy skills and foster a love of reading. For instance, practitioners retell a favourite story while in a wood, using puppets. The children excitedly shout out which creature is there and where they live. They join in regularly with repeated phrases.

## Safeguarding

The arrangements for safeguarding are effective.

The group manager and the setting manager have a good awareness of their duty to protect children from harm. The setting manager ensures she informs the group manager of any safeguarding concerns. All practitioners know how to report a concern about children or staff. All practitioners keep their knowledge up to date and attend regular training. Children are supported in thinking about their own sense of risk. For example, children learn to measure sticks along their arm to see if they are suitable for playing with.

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

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

- develop further the manager's plans for supervision so that practitioners' good teaching can be built upon further
- strengthen teaching skills so that practitioners consistently support children in understanding their feelings and emotions.

## Setting details

<b>Unique reference number</b>	148862
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10072438
<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 to 3
<b>Total number of places</b>	27
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Woolston And Woolston Adventure Pre-Schools Committee
<b>Registered person unique reference number</b>	RP909604
<b>Telephone number</b>	023 8068 5202
<b>Date of previous inspection</b>	27 January 2016

## Information about this early years setting

Woolston Preschool is a committee-run pre-school. It operates from a room in Woolston Infant School in the Woolston area of Southampton, Hampshire. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school is open each weekday from 8.45am to 11.45am and 12.15pm to 2.45pm during school term times. A lunch club is available between 11.45am and 12.15pm. The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications, at level 2 and level 3.

## Information about this inspection

### Inspector

Natasha Jarvis

## Inspection activities

- The inspector took part in a learning walk with the group manager and the setting manager.
- The inspector took part in a joint observation with the group manager and the setting manager.
- The inspector observed children playing both indoors and outdoors.
- The inspector spoke with parents, read comments and looked at parent questionnaires.
- The inspector looked at a sample of documentation, including children's learning journeys and safeguarding files.
- The inspector spoke with all practitioners.
- The inspector held a leadership and management discussion with the group manager and the setting manager.

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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