

Inspection of Smiles Pre-School

Norman Rodaway Pavilion, Heath House Lane, SOUTHAMPTON SO30 0LE

Inspection date:

8 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are generally happy at Smiles Pre-School. They clearly demonstrate that they feel safe as they play, and they know the boundaries and expectations set by staff. Children behave well and cooperate with each other. However, they are not always engaged in purposeful play and, at times, wander around the room. Not all staff engage all children in meaningful and sustained interactions to support their learning. The quality of teaching is variable. Some children, such as those who are quieter but happy and self-sufficient, do not learn the skills and acquire the knowledge they need for their future learning.

Children settle quickly into pre-school with warm care from the passionate staff team. They chat to staff happily about the new toys they received for Christmas. Most staff listen attentively to what children say. However, some staff do not give children time to think and respond before they move on to the next question. At times, staff provide answers and solutions for children. This does not support children to develop their own thinking skills.

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

- Staff generally know the children well. They know what children like to do and play with, and use this knowledge to plan a range of activities and experiences for children to explore and enjoy. Children investigate jelly and ice, construct models and role play toy shops. However, teaching is inconsistent. Some staff do not recognise the learning needs of all children. They do not understand how to move children on in their learning and some children do not make good progress.
- The majority of staff are positive role models for children. They offer children warm praise and encouragement, which supports their emotional well-being. However, not all staff use opportunities that arise as children play to teach them good manners, for example. They do not consistently support children to develop an understanding of diversity in the wider world. The experiences and support that staff offer to help children's personal development are variable.
- Staff attend training and use their knowledge to support children with special educational needs and/or disabilities (SEND) to make good progress in their learning at pre-school. They use a range of strategies to engage children with SEND in their learning and work with other professionals effectively. This helps to ensure high levels of consistency for children's care and learning. However, not all groups of children are supported effectively. Children who are quieter and happy to play by themselves do not receive as much attention. As a result, not all children's learning needs are consistently met.
- Staff work with parents to help them understand the importance of supplying a nutritious lunch for their children. However, staff do not support children

effectively to be physically active. They do not make the best use of the large outdoor space to encourage children to run energetically in the fresh air. This sometimes leads to some children being loud and boisterous, which disrupts the learning of quieter children. Story time in small groups, for example, is not effective as the noise levels are high.

- The staff communicate and work well as a team to ensure the smooth running of the pre-school. Daily routines are clearly embedded and children know what is expected of them. Staff receive support from their manager, who takes positive steps to ensure staff mental well-being and morale are high.
- The manager does not use the systems she has in place to monitor the quality of teaching effectively. She observes staff practice but does not use these observations to help raise the quality of practice. Although the manager is a good role model, this is not enough to ensure consistently good levels of teaching by staff. She does, however, listen attentively to feedback and has plans in place to address weaknesses.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about safeguarding. They understand their responsibility to keep children safe and promote their well-being at all times. Staff know the procedures to follow if they have any concerns about children's welfare or another member of staff. The manager ensures all staff keep their knowledge current by attending regular training and through monthly discussions at staff meetings. Staff use their knowledge to talk to children and parents about staying safe, including online safety and stranger danger. The manager carries out regular checks to make sure staff are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
improve the quality of staff's interactions and teaching to ensure they recognise and meet all children's learning needs consistently.	09/03/2020

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

- develop the effectiveness of staff supervisions to identify and provide coaching, mentoring and support to improve their practice

- monitor the quality of teaching more precisely to identify and implement improvements to raise staff's practice to a consistently good level, to ensure all children develop the skills and knowledge they need for the next stage of their education.

Setting details

Unique reference number	110034
Local authority	Hampshire
Inspection number	10128653
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	26
Number of children on roll	50
Name of registered person	Mason, Carol
Registered person unique reference number	RP511886
Telephone number	07866130828
Date of previous inspection	24 March 2016

Information about this early years setting

Smiles Pre-School registered in 1992 and is situated in Hedge End, Southampton. The pre-school is open Monday to Thursday from 9am to 3pm, and from 9am to midday on Fridays, during term time only. There are eight members of staff, all of whom hold early years qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The manager showed the inspector around the pre-school and explained how the early years provision is organised.
- The manager and the inspector carried out joint observations of staff interactions with children.
- The inspector sampled documentation, including evidence of staff's suitability checks and children's records.
- The inspector held a meeting with the manager.
- The inspector held discussions with staff, parents and children at appropriate times during 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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