

Inspection of Copythorne Pre-School

Copythorne Parish Hall, Pollards Moor Road, Copythorne, SOUTHAMPTON SO40 2NZ

Inspection date: 14 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The manager and staff team provide a welcoming environment for children and their families. Children warmly greet the staff as they arrive and energetically greet their friends. They are happy and safe as they immediately engage in play. The manager and staff know the children well. They are aware of each child's next steps, any areas of concern and the strategies in place to support them. All staff have high expectations for every child. Staff are aware that children spend a lot of time travelling to the pre-school and ensure they go outside. For example, they access the forest school, go on walks in the local community and use the postbox. This supports children to gain an understanding of communities beyond their own.

Children are highly motivated to learn and take part in the activities provided. Their behaviour is good, and they follow instructions well. Staff support children to understand their feelings and give them the language to describe their emotions. Staff allow children to think, recall and build on what they already know. For example, during a 'snow' activity, staff encourage children to remember when it last snowed, how that felt and what activities they did in the snow.

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

- Leaders and the manager have worked well with the local authority. Together, they have completed audits of the environment and reviewed how the children use resources. This improves outcomes for children further.
- The manager carries out regular observations of the staff to review the quality of their teaching. This leads into an informal group supervision process which encourages staff to consider the needs and progress of their key children. However, staff are not able to discuss their own professional development confidentially, and the manager does not receive any supervision from leaders to support her with the running of the pre-school.
- The manager and staff are excellent role models. They listen to children and allow them the time to think and formulate ideas for themselves. Staff skilfully know when to step in and offer support to children. For example, when the children pretend they are having a sleepover, staff suggest they may need pillows and blankets and support children to find them. This allows the children to continue with their play and use their own imaginations.
- Staff encourage children to be physically active throughout the day. For example, they provide indoor climbing equipment for children to practise their balancing and develop their physical health. However, some staff do not encourage children to be as independent as they could be. For instance, staff cut the fruit, pour the drinks out at snack time, and open bags of crisps, without teaching children how to do it for themselves.
- Staff plan a curriculum which is based on the child's interests and next steps.

They are highly reflective and change activities during the day when children are not engaged with them. Staff assess the children's progress regularly and any gaps identified are addressed swiftly. All children are making good progress.

- Partnerships with parents are very good. They report that their children are very happy attending the pre-school. Parents know their child's key person and have built a good relationship with them. Parents use the online system to monitor what their child is doing and what they are working on.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have introduced effective systems to ensure that suitability checks, including enhanced Disclosure and Barring Service checks, are completed on all new committee members. Furthermore, they have ensured that committee members are clear about their roles and responsibilities. Leaders have ensured that staff and committee members know how to keep children safe. They have all accessed updated safeguarding training and know the signs and symptoms of abuse. They are confident about when to report and who to report their concerns to. Staff use robust risk assessment procedures to keep children safe and secure during their time at pre-school.

What does the setting need to do to improve?

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

- formalise the existing supervision process for staff, and extend this process to include the manager so she can receive support from the committee with the running of the pre-school
- ensure all staff teach children to be independent at every opportunity.

Setting details

Unique reference number	110114
Local authority	Hampshire
Inspection number	10114269
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	14
Name of registered person	Copythorne Preschool Playgroup Committee
Registered person unique reference number	RP517969
Telephone number	02380812478
Date of previous inspection	12 June 2019

Information about this early years setting

Copythorne Pre-School is situated in Copythorne, near Southampton, Hampshire. The pre-school is run by a voluntary management committee and is open daily from 8.30am to 3pm. The pre-school receives funding to provide early education for two-, three- and four-year-old children. There are four members of staff who work directly with the children, all of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Jayne Godden

Inspection activities

- The inspector talked to parents, staff and children during the inspection and took their views into account.
- A joint observation was carried out by the inspector with the manager of the pre-school, to assess how well they monitor the quality of teaching.
- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- A learning walk was carried out by the inspector with the manager of the pre-school, to gain an overview of the curriculum offered and how they implement this.
- The inspector assessed how well leaders and staff understand and implement pre-school policies, and how they monitor children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020