

Inspection of First Opportunities

c/o Ashley Junior School, Normans Way, NEW MILTON, Hampshire BH25 5FN

Inspection date: 9 January 2020

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

The provision is good

Children with special educational needs and/or disabilities (SEND) are exceptionally well supported to attend the setting and take part in all activities. Staff are highly effective in working with parents and other professionals to identify the diverse needs of children in their care. Children benefit from extraordinarily high levels of support. In a number of instances, children receive one-to-one care from staff throughout the session. Children are kept safe and secure and encouraged to explore their environment and resources safely. They receive all of the support they need to settle when they first attend and when they arrive for each session.

Children are developing the skills they need for their future learning. They take part in a wide range of activities that are specifically planned to meet their individual learning needs. Children become confident and enjoy their increasing independence and making choices. They show great delight as they explore and experiment with sound, visual effects and tactile experiences in the sensory room. Children develop an interest in looking at books, listening to stories and learning to join in with singing new songs, such as 'Hickory Dickory Dock'. However, at times staff do not fully respond and adapt activities in response to children's achievements, so that children are fully supported and challenged to achieve the best possible outcomes.

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

- Members of the management committee have extensive experience and knowledge of supporting children with SEND. They actively support the manager and staff in their roles and in developing their professional knowledge and skills. Children's progress is closely monitored and achievable well-targeted next steps in children's learning are identified. Self-evaluation is accurate and helps to identify improvement plans. The committee and manager recognise that staff's teaching skills could be extended further. They have obtained some guidance and training to support staff in this area.
- Staff receive ongoing training and work exceedingly well with other professionals and parents to develop the expertise needed to meet the complex medical and physical needs of some children. Arrangements to exchange information about children's learning with parents and other settings children also attend are less effective.
- Staff are calm, kind and sensitive in their approach and handling of children. The nurturing approach of staff helps all children to feel very happy, safe and secure. Staff focus strongly on helping children to develop their communication and social skills, such as taking turns. Staff use a mixture of pictorial prompts, gestures and words effectively, to help children to learn to communicate their needs and wishes.

- Parents appreciate the high level of care and attention their children receive. They report that they can see how well their children have settled and progressed and are more confident around other children and adults.
- A broad, balanced curriculum means that children benefit from a wide range of activities both indoors and outdoors. Children thrive in the welcoming and stimulating environment, which is organised to support their independence and exploration.
- Staff promote children's physical health effectively. Children are encouraged to become physically active outdoors. They learn to ride wheeled toys and to play imaginatively in the outdoor playhouse. Children learn to use large equipment, such as slides, safely. Children are encouraged to choose from the different fruit at snack time. They are given all the support they need to gain the skills to wash and dry their hands thoroughly.
- Children show awe and wonder as they take part in new activities. They show high levels of excitement as they listen to the noise that air makes as it escapes from a balloon, and they watch the effect when the balloon is released into the air. Children enjoy making sounds with musical instruments and the challenge of solving simple problems of shape and size as they complete jigsaws. They delight in the experience of splashing in water and using their fingers to lift and spread shredded paper.

Safeguarding

The arrangements for safeguarding are effective.

The committee, manager and staff have a robust knowledge and understanding of their roles in the prevention and early identification of the possible signs of abuse and neglect. A strong focus is given to working with other professionals to safeguard children and to promote their welfare and education. The manager implements child protection procedures effectively if there are concerns about children in their care. The premises are secure. Staff conduct a risk assessment for every child attending to ensure the environment is safe, and vigilantly supervise children to help minimise risks of accidents.

What does the setting need to do to improve?

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

- provide further support and guidance for staff to help them to consistently respond and adapt their teaching as necessary, so that children are fully supported and challenged to achieve the best possible outcomes
- improve the arrangements to exchange information about children's learning with parents and other settings children also attend.

Setting details

Unique reference number	151094
Local authority	Hampshire
Inspection number	10128699
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	18
Number of children on roll	14
Name of registered person	The Joan Turnbull Opportunity Group for Children With Special Needs Committee
Registered person unique reference number	RP909018
Telephone number	01425 629 632
Date of previous inspection	1 December 2015

Information about this early years setting

First Opportunities registered in 1992. It provides care for children with SEND. The pre-school operates during school term times only, from 9.15am to 11.45am on Monday and Wednesday, and from 9.15am to 2.15pm on Tuesday and Thursday. There are 11 staff, nine of whom hold appropriate early years qualifications. Three staff have qualified teacher status. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Armstrong

Inspection activities

- The inspector was given a tour of the pre-school by the manager and carried out a learning walk to discuss the curriculum.
- The inspector observed activities indoors and outdoors.
- A joint observation was carried out by the inspector and manager.
- The inspector interacted with children and held discussions with staff at appropriate times.
- The inspector spoke to parents and a grandparent during the inspection and took account of their views.
- The inspector had a meeting with the manager and a committee member.
- The inspector looked at a sample of documents, including evidence of the suitability and qualifications of staff working in the setting.

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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