

Inspection of Little Saints Community Pre-School

All Saints Church Hall, Rownhams Road, North Baddesley, SOUTHAMPTON SO52
9EU

Inspection date: 16 January 2020

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| 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

Staff offer a warm welcome to children and parents. Children thoroughly enjoy their time at pre-school and settle quickly when they arrive, showing they feel emotionally secure. Those new to the setting are closely supported by nurturing staff. Children behave well. They are learning to control their feelings and to share. Staff have high expectations for every child. They set up and pack away the resources each day and go to great lengths to present an interesting and stimulating environment. Children are highly motivated to learn. They are confident and eagerly explore the wide range of carefully planned activities the well-trained staff provide.

Young children examine the texture of shaving foam with their fingers and learn the words to describe it. They excitedly announce it is 'fluffily', showing they are developing a wide vocabulary. Older children pay great attention to detail as they add the eyes and tongue to their paintings of snakes. They develop a good understanding of mathematical concepts as they count and compare the lengths of model snakes. Overall, staff help to deepen children's knowledge well, building on what they already know. For example, they showed children the model of the adder and explained where it lives and that it is the most poisonous snake in Britain. Children were in awe as they learned about the world they live in.

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

- The committee, manager and staff team show a strong commitment to providing a safe and inclusive culture in the setting. Staff get to know the children before they start. This helps them to support their emotional needs and to provide activities and resources that promote their good development from the outset. Children benefit from experiences that broaden their learning and help them learn about their environment. For example, they visit the library and local shops.
- Careful assessment and monitoring of children's progress help staff know what children can do and what they need to do next. Staff quickly identify any gaps in children's development and seek outside help if needed. All children, including those with special educational needs and/or disabilities, receive targeted support and make good progress in their development. The manager uses additional funding effectively. For example, she employs additional staff to work with children so they can give more individual support to those children who need it most. As a result, any gaps in children's development are narrowing quickly.
- Staff are wonderful role models. They provide specific praise which helps children to understand the expected behaviour. Children are developing positive behaviours to support them in their future learning, such as their move on to school. For example, children listened to staff and happily responded when

asked to join a yoga session. They instantly lowered their voices and closely watched and copied the movements that staff modelled. This helped children to develop good control of their bodies and to spend time in quiet concentration. Children develop good levels of self-care. They know they need to wash their hands before eating, for instance.

- The strong emphasis placed on children acquiring good communication and language skills is always evident. Staff use their recent training in developing children's speech and language to help them. For example, staff provide many activities that help develop children's capacity to listen and pay attention. Children have a wide repertoire of songs and rhymes that staff have taught them. Children's ability to communicate and use a broad range of language is increasing rapidly, including those who speak English as an additional language.
- Staff work extremely well as a team. They enjoy working at the pre-school and feel that their workload is manageable. They have regular meetings to evaluate the effectiveness of their provision and the experiences they provide for children. The use of training and supervision meetings helps the manager to develop and improve staff practice. As a result, the overall quality of teaching is strong. However, occasionally, staff do not make the most of opportunities that arise, including during snack time, to fully extend children's learning and independence.
- Partnerships with parents are highly effective. Staff encourage parents to get involved in their children's learning well. For instance, they share reading books with parents to encourage children's love of reading at home. Parents speak very highly of the staff and praise the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The committee members, who are the provider, understand their roles and responsibilities in keeping children safe. They follow appropriate recruitment procedures to ensure that all committee members and staff are suitable to hold their positions. Staff have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They know how and when to report any concerns to relevant agencies. All staff attend regular training to help them keep up to date with current safeguarding requirements. Staff have a clear procedure in place for the collection of children, and they follow this rigorously. The pre-school is secure and has locks on all entrance and exit doors to keep children safe.

What does the setting need to do to improve?

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

- build on the good teaching practice in place and ensure staff maximise all learning opportunities, including during daily routines such as snack time, to

extend children's learning and independence to the highest level.

Setting details

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| Unique reference number | 109877 |
| Local authority | Hampshire |
| Inspection number | 10128650 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children | 2 to 4 |
| Total number of places | 26 |
| Number of children on roll | 39 |
| Name of registered person | Little Saints Community Pre-School Committee |
| Registered person unique reference number | RP907850 |
| Telephone number | 07733 501 092 |
| Date of previous inspection | 29 September 2015 |

Information about this early years setting

Little Saints Community Pre-School registered in 1980. It is a committee-managed childcare setting that operates from a room in a church hall in North Baddesley, Southampton. The pre-school opens from 8.30am to 3pm on weekdays, during school term times. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are nine members staff who work with the children, including the manager. Of these, one member of staff holds an appropriate early years qualification at level 4, seven hold qualifications at level 3, and one holds a qualification at level 2.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The inspector spoke to the chairperson of the committee, staff, parents and children throughout the inspection at appropriate times to gather their views on the setting.
- The manager and the inspector completed a learning walk to understand how the early years provision and the curriculum are organised.
- A sample of documents relating to children's progress and to staff suitability, including evidence of suitability checks and paediatric first-aid qualifications, were reviewed.
- The inspector observed children and staff taking part in a range of activities and completed a joint observation of staff practice with the manager, to assess the impact this has on children's care and 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.

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