

# Inspection of Sholing Community Centre Pre-School

Butts Road, Southampton, Hampshire SO19 1BN

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Inspection date: 12 May 2021

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**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 displays a clear vision for the intent of the curriculum. She works closely with staff and parents to analyse and identify children's needs. Staff plan activities that are ambitious, building on what children already know. They have a good understanding of how children learn and what they need to learn next. Children, including those with special educational needs and/or disabilities (SEND), are making good progress as a result. Staff place a significant focus on supporting children's attention. This helps boost their listening and concentration skills.

Children's emotional well-being is well supported and nurtured. Due to the COVID-19 (coronavirus) pandemic, parents and carers are currently unable to enter the setting. Staff plan extra time to welcome children and reassure parents. This helps children to feel safe and they settle quickly as a result.

Staff are skilled at identifying and responding to changes in children's emotions. For example, they offer physical comfort and say, 'I understand' and 'I feel the same way too sometimes'. This helps validate children's emotions. Children behave well. Staff model positive behaviour based on respect for others. This means children form meaningful friendships and show kindness towards their peers. For example, children offer reassurance and show care to one another.

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

- The manager has a clear overview of the curriculum and monitors its effectiveness. She reviews staff's observation records, making sure these reflect what children can do. The manager identifies any potential gaps in learning and takes action to reduce these.
- Children with SEND are very well supported. Staff work in close partnership with parents and professionals. This creates tailored educational programmes which enhance children's development. As a result, all children are making good progress from their starting points.
- Staff support children's communication and language development well. This includes children who speak English as an additional language. Staff skilfully support children's emerging speech. They use basic sign language and model unclear language through repetition. However, on occasion, opportunities to extend children's language are not always maximised, including during mealtimes.
- Staff provide children with lots of opportunities to explore mathematical concepts. For example, during a play dough activity, children separate play dough to discover that two halves make a whole. In the garden, children roll balls down guttering of varying heights. Children then investigate what would happen if the height of guttering changed.

- Children show high levels of independence. The well-planned routines allow opportunities for children to make their own choices. For example, children select and serve their own snacks and drinks. They choose activities and use resources to extend their ideas. Older children attend to their own care needs. This helps prepare children for their next stage in learning.
- Children are learning how to keep themselves healthy. Children have a good understanding of why it is important to wash their hands. Staff teach children good hygiene practices, such as catching coughs and sneezes. Children engage in conversations about germs and the importance of keeping themselves well. Children enjoy the well-resourced garden. They develop physical skills by climbing, running and moving their bodies to music.
- Children develop strong attachments to staff and seek comfort when needed. Staff know children very well and are responsive to their needs. For example, during focused activities, staff provide children with resources to keep their hands busy. This helps children stay engaged and supports them to regulate their behaviour.
- Staff feel supported and valued by managers and work well as a team. They receive regular opportunities to discuss their practice and performance through effective supervision. The manager uses performance management processes to identify staff training needs. These are then addressed through formal training and coaching. This has a positive impact on the quality of teaching and the progress children make.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team know the children in their care very well and are dedicated to maintaining their safety. Staff complete regular safeguarding training and demonstrate a good level of knowledge and understanding of the policies and procedures to keep children safe. The manager completes appropriate checks on staff to assess their ongoing suitability to work with children.

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

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

- utilise opportunities within the routine to further strengthen children's communication and language development.

## Setting details

<b>Unique reference number</b>	131556
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10126761
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Sholing Community Centre Pre School Committee
<b>Registered person unique reference number</b>	RP525412
<b>Telephone number</b>	023 8039 9979
<b>Date of previous inspection</b>	23 September 2019

## Information about this early years setting

Sholing Community Centre Pre-school registered in 1998. It operates from the community centre in Sholing, Southampton. The pre-school is open from 9am to 3pm each weekday except Tuesday, when it is open from 9am to midday. It receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs six members of staff. Of these, four hold a qualification at level 3 or above and one holds a qualification at level 2.

## Information about this inspection

**Inspector**  
Paula Sissons

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was completed by the inspector and the manager.
- The inspector observed the interactions between staff and the children, and considered the impact on children's learning.
- The inspector sampled a range of documentation, including suitability checks, recruitment files and staff development plans.
- The inspector spoke with parents and their views were considered.

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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