

Inspection of The Sombornes Preschool

The Annex, Romsey Road, Kings Somborne, Stockbridge SO20 6PP

Inspection date: 7 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily and demonstrate secure attachments with their key person. They refer to them as their 'special person' and enjoy positive interactions with them. Children confidently follow routines and develop good independence skills as they put their lunch boxes away, choose their name and self-register their attendance.

Children are keen and eager to engage in many activities of choice and show high levels of concentration. Some children enthusiastically use superhero props to retell stories as part of a puppet show. Others gravitate towards sensory play where they mix colours, foam and textured materials to decorate their pictures. Children's voices are listened to and valued. Staff have high expectations of all children and role model these values extremely well. Children thrive when sharing their knowledge during routine activities, such as small-group times. They know and remember how group activities are structured and engage well. Children show respect for one another by listening to their peer's contributions.

Children are exposed to a range of activities which promote their communication and language development. They sing some of their favourite rhymes. Children thrive on their daily responsibilities of updating the pre-school board, including the day of the week, month and season.

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

- The manager and staff have a good understanding of what they want children to learn and how best to teach. The manager works closely with the children daily and role models high-quality practice. Staff morale is good, which helps provide a positive atmosphere for children to learn and develop.
- Staff know the children extremely well. They naturally support children through their chosen play, which promotes children's progress. Staff are quick to identify when it is appropriate to enhance children's learning. They support mathematical development with ease. For example, they discuss which objects are smallest, biggest, heaviest and lightest.
- The key-person system is effective. Children have strong attachments with all staff, helping them feel safe and secure. Staff promote children's vocabulary effectively. They communicate clearly and use different methods such as Makaton sign language, which children respond well to.
- Most aspects of planning for children's learning work well. They take into consideration children's current skills, what they need to know next and challenge them. However, some activities focus too heavily on the end goal rather than the processes children will learn through doing the activity. This, at times, limits children's opportunities for learning.

- Staff are supported well by the manager. Further professional development is targeted to benefit children at the pre-school. For instance, staff have developed their knowledge of mathematical language, which is having a positive impact on children's knowledge of size, capacity and shape.
- Children behave well and are supported by consistent rules and boundaries. They offer effective support and encouragement to enable all children to make good progress.
- Sometimes, staff are too quick to try and resolve children's social struggles. For example, when children want to play in an area and there is no space, staff will tell them what to do. This hinders children's ability to think for themselves and regulate their feelings during difficult moments.
- Staff provide a wide range of experiences which help children to develop well physically. Children show enjoyment in manipulating dough, which helps strengthen their small-muscle skills. They wash large play cars using big motions, which promotes good upper body strength. They practise moving their bodies in different ways as they use a climbing frame and take part in physical education lessons. Older children are encouraged to prepare for these sessions by practising getting themselves undressed and dressed.
- Staff work professionally with parents and create a culture of mutual respect for all. Parents share positive comments about theirs and their children's experiences, particularly in relation to the staff's nurturing attitudes and that they genuinely love helping their children grow and develop.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school has good procedures in place to help ensure children remain safe. The manager and staff implement these procedures effectively. The premises are safe and secure and procedures for collecting children are robust. Staff know what signs they may identify if a child was at risk of harm. They know their local procedures which they must follow in the event of a concern about a child's welfare or an allegation against a colleague. The manager monitors staff's knowledge on a regular basis to ensure there are no gaps. She includes safeguarding matters as part of any meeting agenda to prompt discussion.

What does the setting need to do to improve?

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

- review aspects of planning to ensure activities are consistently purposeful, challenging and take into consideration what children know and need to know next
- provide children with further opportunities to think for themselves in order to develop their problem-solving skills and manage social situations.

Setting details

Unique reference number	2581137
Local authority	Hampshire
Inspection number	10239430
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	34
Name of registered person	The Sombornes' Pre-School
Registered person unique reference number	RP552194
Telephone number	07530893773
Date of previous inspection	Not applicable

Information about this early years setting

The Sombornes Preschool re-registered in 2020. The pre-school is in Kings Somborne, near Romsey in Hampshire. They are open Monday to Thursday from 9.15am until 3.15pm, and Fridays from 9.15am to 1pm. There are currently four members of staff working with the children and they all hold relevant early years qualifications between levels 3 and 5. The manager holds a level 6 early years degree. The provider receives funding to provide free early education for children aged two, three and four years and offers early years pupil premium funding.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector and the manager carried out a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and the deputy manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and risk assessments.
- A leadership meeting was held with the inspector and the manager.

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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