

Inspection of Sarisbury Green Pre-School

Sarisbury Green Community Centre, The Green, Sarisbury Green, Southampton
SO31 7AA

Inspection date: 12 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are excited to see what activities are available and quickly settle into their choice of play. They demonstrate they feel safe and secure in the pre-school and flow within the well-planned environment with ease. Children confidently seek support or reassurance from the proactive staff when required.

Children develop well physically. They have many opportunities to take risks, and they show a huge sense of pride and accomplishment as they achieve what they set out to do. Children receive words of support and encouragement from the nurturing staff. They form good friendships, behave well and show kindness and good manners to one another. They learn good independence skills and show determination to try new things, such as putting on their coats.

Children know and remember the routines of the day. They confidently find their name to self-register and know they must find their own spot on the floor in preparation for yoga. Children start the day well, as they practise what staff describe as 'lift breathing'. They focus and show high levels of concentration as they follow instructions. Children learn to move their bodies into different positions and develop good coordination and core strength.

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

- The manager works collaboratively with staff to implement a balanced curriculum. She has a robust knowledge of child development and ensures children build on the skills they have already learnt. Staff know all the children well and use assessment effectively to ensure all children make good progress.
- Children have secure bonds with their key person and have many opportunities to develop good social skills. They show enjoyment in talking with their peers and share stories of their experiences, particularly during mealtimes. However, some children with allergies do not always get the same experience, as they sit one to one with an adult. This reduces their social experiences during mealtimes.
- Children's communication and language skills are good. They show interest in learning new words, such as the name of a baby hedgehog. Children repeat the word hoglet as they create their own, using dough. Staff encourage children to think about mathematical concepts as they decide which hedgehog is the biggest.
- Children develop good independence skills. Staff organise self-dressing routines well. They ensure these are part of the curriculum to help children gain skills they need to move on to school.
- Children show high levels of self-motivation. They are supported well by skilful staff, who enhance their learning through appropriate questioning. However, at

times, staff are too quick to intervene in children's learning to move them on to another activity. This impacts the depth of children's learning and their ability to fully concentrate on the skill at hand.

- Children show respect for one another and the rules and boundaries. They are encouraged to talk about their emotions and are starting to self-regulate using the tools they have learnt. Staff model positive relationships, which have a good influence on children's social skills.
- Children have many opportunities to challenge their bodies physically. They show perseverance and good strength when using monkey bars, swinging from rope swings and balancing on wobble boards.
- Staff work closely with parents and have effective systems of information sharing. This supports consistency for children's learning and ensures any gaps in children's knowledge are bridged quickly. For example, staff and parents work seamlessly to share reports from other professionals, such as speech and language therapists. This has a positive impact on the progress children with special educational needs and/or disabilities make.
- Parents share that their children receive the utmost support in their well-being, learning and development. They particularly value how their children follow a good structure and see this as a benefit for them starting school.
- Staff feel supported by one another and the manager. They have good communication and provide each other with regular feedback. Staff comment that the feedback boosts their confidence and self-esteem and makes them feel valued.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes the lead responsibility for safeguarding and child protection procedures. She ensures all staff are adequately trained. The manager tests staff knowledge regularly to ensure it remains robust. Staff demonstrate a good understanding of signs that could indicate a child could be at risk of abuse. They understand the pre-schools procedures and how to make a referral externally to those with statutory responsibility. Staff complete robust risk assessments to ensure their premises remains safe and secure for children. The manager completes safe recruitment procedures to ensure staff are suitable and remain suitable 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:

- review the structure of mealtimes to ensure all children receive the same sociable experiences
- support staff further to fully recognise when it is appropriate to intervene in

children's learning.

Setting details

Unique reference number	EY483720
Local authority	Hampshire
Inspection number	10228970
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	23
Number of children on roll	18
Name of registered person	Heaney, Kathleen Mary
Registered person unique reference number	RP512067
Telephone number	07514 979086
Date of previous inspection	12 December 2016

Information about this early years setting

Sarisbury Green Pre-School opened in 1995 and registered under its current ownership in 2014. It is situated in a community centre in Sarisbury Green, Southampton, Hampshire. The pre-school is open every day from 9am to 3pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are three staff including the manager, of these two have early years qualifications at level 3 and the manager holds a qualification at level 5.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. Inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The inspector and manager carried out a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum is organised.
- One joint observation was carried out by the inspector and 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 qualifications.
- A leadership meeting was held with the inspector and 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.

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 2022