

Inspection of Priory Park Pre-School

Community Hall, Upper Brook Drive, Locks Heath, Southampton, Hampshire SO31 6PT

Inspection date: 6 December 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into the pre-school by warm, friendly staff. They play with their friends, talking about the pirates on the ship and deciding what happens next. Children enjoy playing games. For instance, they have lots of fun playing the 'shopping list' game. They talk about the fruits they like to eat, 'kiwis and pears', and the adult helps them understand the importance of eating healthy foods. Children enjoy making their own Christmas cards from a range of interesting craft resources.

Children confidently take part in an adult-led circle time, selecting the boards and pens they use for the activity. They count their friends, write numbers and draw pictures of themselves. Staff praise and encourage children and they proudly show their work to the group. Special helpers are chosen and they beam with pride, while the manager gives them the lanyard to wear. This builds on the children's self-esteem.

Children enjoy making play dough with adult support. They measure out the coconut flour, water and blue paint and mix it together in an enormous tray. They enjoy the feeling of the squishy dough and the coconut smell. Children show an understanding of each other's needs and share the resources. For instance, as they are using the play dough cutters, one child asks, 'can I have one?' and is quickly given a cutter by another child. They understand the importance of sharing and taking turns.

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

- The manager has an ambitious vision for the setting. She has identified professional development training for her team that builds on their strengths. This leads to extra responsibilities that staff enjoy and motivates them to make an impact on the setting. These changes are supported by the committee, who can see a positive effect on the children.
- The special educational needs coordinator works closely with parents to support their children and provide a suitable learning environment. Children with special educational needs and/or disabilities make good progress. They enjoy 'bucket time' that helps to build their listening and attention skills. Children learn Makaton and use 'choice boards' to help support their communication.
- Parents report that they feel welcomed into this setting. They speak highly of the support their children receive from their key person. Parents are updated on their children's progress through daily feedback and termly meetings. They are given support on how to extend their children's learning at home.
- Staff plan a range of activities that support children's physical development. Children enjoy riding tricycles over the small bridge and navigating around the

cones. They use timers to support turn-taking and learn to manage their feelings as they wait for their turn. Staff and children together build a challenging obstacle course using planks, tyres and crates. Children enjoy climbing and balancing. Staff identify when children need support and provide guidance. This helps to encourage children to become confident in their balancing skills.

- The management team has recently written a new ethos and vision for the setting. They identified that children needed more support after the COVID-19 pandemic. They designed a new curriculum that focuses on improving children's communication and language skills. Staff focus on helping children to learn about their emotions and build on their personal, social and emotional development. However, the management team understands that they need more time to embed their new curriculum across the seven areas of learning.
- Staff support children's mathematical development during the day. For instance, when children miscount the ponies, staff support them with the correct sequence. They use routine times of the day to encourage children's understanding of fractions. For instance, as children help to prepare fruit for their snack, the manager talks to the children about cutting the apples into 'halves' and 'quarters'. This helps to introduce new mathematical vocabulary to children.
- Children develop good hygiene routines and independently carry out self-care tasks. For example, they know to wash their hands before eating. At lunchtime, they sit with their key person and enjoy discussions about the healthy lunches their parents have provided. This helps children to understand the importance of living a healthy lifestyle.
- The manager uses specialist funding to teach children about the wider world. For example, recent funding has been used to pay for an animal encounters company to visit the setting. The children thoroughly enjoyed being able to handle and learn about different animals.
- There are a wide variety of books that encourage discussions with children on what makes them unique. Staff celebrate festivals that are important to children and their families. This promotes equality and diversity and children learn to respect one another. This helps to prepare them for a life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their roles and responsibilities in safeguarding children. They attend safeguarding training and are aware of the wider safeguarding issues that may affect children. Staff are confident in their ability to identify if a child is at risk of abuse and refer concerns to the designated safeguarding lead. They are clear about the action to take if the lead does not take appropriate action. The manager works in partnership with other settings and outside agencies to support children. Regular supervision meetings help to ensure that staff are 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:

- strengthen and embed the new curriculum to clearly cover all seven areas of learning.

Setting details

Unique reference number	511089
Local authority	Hampshire
Inspection number	10263818
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	34
Name of registered person	Priory Park Pre-school Committee
Registered person unique reference number	RP524353
Telephone number	07549155651
Date of previous inspection	12 May 2017

Information about this early years setting

Priory Park Pre-School registered in 1993. It operates from a community hall in a residential area, in the Locks Heath area of Southampton. The pre-school is open on Monday to Friday, during term time, from 9.15am to 3pm. A team of six members of staff work with the children; all hold early years qualifications at level 3. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Parker

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 deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The deputy manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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