

Inspection of Lordswood Community Centre Pre-School

Sandpiper Road, Lordswood, Southampton, Hampshire SO16 8FD

Inspection date: 25 January 2023

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 pre-school by a friendly manager. They enjoy playing with friends and chatting to staff and are happy and safe at pre-school. Children are very keen to learn and take part in activities that capture their attention and build on their interests. For instance, a group of children create a picture together, swirling the paints into a mixture of colours using their hands to print. Other children investigate coloured sand, scooping it up with seashells and transferring it into pots. They display good hand-to-eye coordination.

Children of all ages enjoy listening to stories. For example, two-year-olds listen to their key person read a book about transport, which extends their knowledge and current fascination. They chat to their key person about what they see, and she answers their questions to help their understanding. Older children enjoy a large, group story time. Staff choose their favourite stories to read, and children delight in joining in as they anticipate what happens next. The pre-school promotes early literacy and a love of books effectively.

Staff understand the importance of good communication skills. Children with special educational needs and/or disabilities are supported by knowledgeable key people. They use Makaton signing to support children's communication and the Picture Exchange Communication System, which helps children to engage with what is on offer in pre-school.

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

- The pre-school's curriculum has a strong focus on children's personal, social and emotional development. Key people are sensitive to children's emotional needs and support them effectively. For example, when children see insects that scare them and become overwhelmed, their key person sensitively explains they are not real and comforts them. The result is children learn to manage their feelings with support and build emotional resilience.
- The partnership with parents is good. They are regularly updated on their children's progress in a variety of ways, such as daily feedback, an online learning journal and communication books. Parents are encouraged to come into the setting, and they talk about their recent visits, for example, when they read to children. This means parents are well placed to further support children's learning at home.
- Staff encourage children's independence skills. For example, when two-year-olds put their coats on, staff encourage and support when necessary, and children display pride in their achievements. Older children independently wash their hands before snack and find their name card before they sit down with friends.
- Children build on their physical skills during the day. For example, in the outdoor

area, they skilfully negotiate the space as they rush about on their bicycles. They climb on large play equipment and run around outdoors enjoying the fresh air.

- Staff use a variety of initiatives to support children's communication and language development, such as programmes that support listening and attention. There is a focus on core nursery rhymes and stories that support vocabulary.
- Children learn about nature in the large outdoor area. For example, staff help them find worms in the mud digging area, carefully placing worms into the wheelbarrow. They use some mathematical language and talk about the length of the worms, noticing they are little and big. However, the staff do not always expand on their use of mathematical language as much as they could.
- The manager uses specialist funding to support children's learning and development. They do this by purchasing resources that support sensory play and by providing books that help children learn about the wider world. This supports them to understand what makes them unique and special.
- The staff provide children with opportunities to recall past experiences that strengthens their memory. They engage in critical thinking and speculate on what might happen next. For example, staff and children chat excitedly about seeing a bird visit the nesting boxes. They recall last year's family of birds and wonder how many birds might live in the house this year.
- Staff provide opportunities for children that prepare them for the next stage in their education. For example, staff build links to the local primary schools as part of the school readiness programme.
- Children display good behaviour. For example, they take turns with their favourite resources when playing outside. They are learning how their behaviour impacts their friends.
- Children serve themselves a fruit snack. They join in conversations with staff about healthy foods. Staff support children to recognise their body's needs. For example, when a child drinks quickly, a member of staff says, 'you were thirsty.'

Safeguarding

The arrangements for safeguarding are effective.

The manager has created a culture of safeguarding. Staff are confident in their safeguarding responsibilities. They know the signs and symptoms that may indicate a child is at risk of harm and how to report their concerns. They demonstrate a good understanding of the process they would follow in the event of an allegation being made against them or another member of staff. Staff receive regular safeguarding training. They understand the safeguarding issues that can affect families. Staff provide information to parents on how to keep their children safe online. The manager has regular meetings with each staff member and checks 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:

- support staff to further extend children's developing mathematical skills.

Setting details

Unique reference number	131542
Local authority	Southampton
Inspection number	10234159
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	36
Number of children on roll	76
Name of registered person	Lordswood Communtiy Centre Pre-School Committee
Registered person unique reference number	RP520998
Telephone number	07910 644249
Date of previous inspection	31 March 2017

Information about this early years setting

Lordswood Community Pre-School registered in 2001. It operates from a community centre in the Lordswood area of Southampton. The pre-school is open Monday to Friday, 8am to 4pm, and provides care for 46 weeks in the year. The provider employs 13 members of staff to work with the children. Of these, ten hold appropriate early years qualifications at level 3. The manager holds early years professional status. The pre-school provides early years education to children aged two, three and four years.

Information about this inspection

Inspector

Jo Parker

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 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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