

Inspection of Netley Abbey Pre-school

Netley Abbey Infant & Junior School, Westwood Road, Netley Abbey,
SOUTHAMPTON SO31 5EL

Inspection date: 20 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, staff provide an exciting curriculum and learning environment, indoors and outdoors, which motivates most children to explore and learn. However, not all children with special educational needs and/or disabilities (SEND) are consistently supported and challenged in their learning and development, and therefore do not make the best possible progress.

Children behave well and are happy and settled. They play purposefully and use their imagination, for instance, when they combine mud and water to make cups of tea and make 'noodles' in the mud kitchen.

Children use their own ideas and persist during activities, for instance, when they decide to mix sand and water to create sandcastles. Children discover that the sandcastles will not hold their shape, say this is because the sand is 'too dry' and approach staff to provide more water.

Staff support children to develop pre-reading and pre-writing skills. Children often choose to look at books and enjoy retelling stories that are familiar to them. Staff provide writing resources that children use regularly throughout the day. Children thoroughly enjoy drawing and making marks, and often choose to do this activity as a group. They laugh together as they tell others they have drawn 'Mr Bean'.

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

- Managers have booked first-aid training for staff, although this training has not been updated quickly enough and their first-aid certificates have expired. Despite this, staff have a sound knowledge and understanding of what to do if a child needs urgent treatment, which minimises the impact on children.
- Managers have worked with local authority to improve how they identify gaps in children's development. Staff share this information and work as a team to help most children move forwards in their learning and development. Staff made referrals to other agencies, but do not always pursue their involvement, which means the individual learning needs of some children with SEND are not consistently met.
- Staff have reviewed and improved the book area and made it cosier and more inviting to children. This has successfully inspired children's interest in looking at books independently. Staff have also included real-life resources in the role-play area. This has sparked children's imagination and has encouraged boys as well as girls to get involved.
- Staff respond well to children's interests and what they say and do to support their learning. For instance, they put toy cars in trays of paint and wet sand to support children's mark-making skills.

- Staff support children to develop their cooperation, social skills and confidence to talk. For instance, at snack time they ask them to find other children and politely ask them if they want something to eat. Staff praise children when they see they have independently decided to join other children sitting on their own at the lunch tables. Children frequently engage in animated conversation during their play.
- Managers and staff have improved how they use daily routines to support children to make the most of their time in pre-school. They have helped develop children's independence, which means that children do not have to wait for help from an adult, for instance, when they put on their coats to play outdoors. These routines help children to understand what is going to happen next and feel secure.
- Staff support children well to embrace challenges and develop physical skills. Older children skilfully and safely climb to the top of large climbing apparatus in the nursery garden. They thoroughly enjoy playing games of football and try hard to kick the balls in a net.
- Staff have a caring approach. They cuddle and reassure children and help them to engage in activities. Overall, parents are happy with the care and education their children receive. They state that the staff are lovely and that they support their children well to develop their concentration. However, staff do not make sure that all parents, including parents whose children speak English as an additional language, are involved in deciding what their children need to learn next to support continuity.

Safeguarding

The arrangements for safeguarding are effective.

Staff work together well as a team to supervise children and keep them safe. They risk assess the premises and make sure they are well deployed, for instance, when children use the two outdoor play areas.

Managers have a good understanding of their safeguarding roles and responsibilities, including making referrals if they are concerned about a child's safety. All staff have completed child protection training. They are aware of the signs that children may be at risk of harm, either within the setting, in the family or the wider community outside the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure at least one person in the setting holds a paediatric first-aid certificate at all times	07/03/2023
improve communication with parents and other agencies to further support all children with SEND.	07/03/2023

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

- improve communication with parents about children's next steps, including children with English as an additional language, to provide continuity in their learning at home and help them to make the best possible progress.

Setting details

Unique reference number	EY379201
Local authority	Hampshire
Inspection number	10278145
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	37
Name of registered person	Lesley Dunn and Teresa Chalk Partnership
Registered person unique reference number	RP528389
Telephone number	07880 591 946
Date of previous inspection	7 December 2017

Information about this early years setting

Netley Abbey Pre-school registered in 2009. It is located in Netley, Hampshire. The pre-school opens Monday to Thursday, from 8.45am to 3.15pm, and Friday from 8.45am until 11.45am, during term time. The pre-school is in receipt of funding for early education for children aged two, three and four years. Four staff who work with the children hold appropriate qualifications from level 3 to level 6.

Information about this inspection

Inspector

Cathy Greenwood

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed how staff support children during indoor and outdoor activities and assessed the impact this has on their learning.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The manager and the inspector completed a joint observation together.
- The inspector spoke with children, staff and parents at appropriate times during the inspection.

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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