

Inspection of Small Talk Pre-School

47 Gosport Road, LEE-ON-THE-SOLENT, Hampshire PO13 9EJ

Inspection date: 28 February 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 arrive happily at this welcoming pre-school. The settling-in routine is seamless. On arrival, children independently hang up their coats and put their lunch boxes and drinks away. They have established secure attachments with the warm and friendly staff. Children initiate conversations with staff and each other. They explore the role-play resources and use imaginative thinking to develop themes of play. For example, children enjoy dressing up as characters for World Book Day, which staff have thoughtfully resourced. Children make connections to characters in stories. They pretend to be princesses, pirates and wild animals. Children confidently ask staff to read stories and listen with focus and attention. Children are particularly expressive and imaginative in their thinking and behaviour.

Children are provided with a variety of opportunities to develop a sense of curiosity. They enjoy experimenting with loose parts and learn how to solve problems. For example, children use a variety of materials while listening to stories. They independently find materials to represent grass, water, mud and snow and make wooded areas from sticks. This helps them to develop skills for critical thinking.

Children behave very well. They are kind, considerate and have good manners. Children know what is expected of them. This is because staff are good role models and support children to understand rules, procedures and boundaries. Children learn to wait and take turns, and they support each other without being asked. For example, children help each other to negotiate the balancing beams. They hold the beams to ensure they are stable and offer suggestions to improve each other's posture while balancing.

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

- Staff provide inventive opportunities for children to develop good physical skills. Children learn how to move their bodies in a variety of ways while using the obstacle course. They develop an understanding of how to manage their own risks while sliding, balancing, running and crawling. Children develop their fine and gross motor skills while using chalks on the mark-making wall. This helps children to develop early writing skills.
- There are many opportunities for children to develop an understanding of how to keep themselves healthy. Staff initiate conversations with children about healthy foods and ensure that children choose a healthy option during snack routines. Staff help children to wash their hands before eating and explain why hand hygiene is important. This ensures that children develop a deeper understanding of healthy lifestyles.
- Staff extend children's vocabulary and model language well. For instance, during

group time, children answer questions related to story sequences. They identify what is coming next and repeat words they hear. Children develop an understanding of mathematical concepts related to language. They experiment with counting in sequence and recognising numbers. This supports their communication and language skills effectively.

- Overall, the curriculum is well planned and sequenced, and children make good progress in their development. For example, staff precisely plan activities to inspire children to make connections and solve problems. However, on occasion, some staff do not ensure that children are engaged and motivated to learn through quality interactions. This means that children are not always focused on purposeful learning.
- Since the last inspection, leaders have taken positive steps to address the areas in need of development. For example, staff work with children on age-appropriate focused learning. They update parents regularly about children's progress through parents' meetings, a social media page and email messages. Leaders regularly evaluate the effectiveness of the provision and have developed self-evaluation procedures to improve their practice further.
- Staff know children well and understand what they need to learn next. They use this information effectively to identify how they can extend children's current knowledge by creating appropriate next steps. Staff cleverly use children's interests to support future learning. For example, children learn about people who help us through small-world play and develop an understanding of diversity when learning home languages, such as Romanian. This helps children gain essential knowledge to prepare them for future success.
- Leaders and managers support staff well. For example, they have regular supervision meetings, where they provide feedback about staff performance. Staff have opportunities to discuss training to develop further their knowledge and understanding. This helps to improve outcomes for children.
- Partnerships with parents are strong. Parents speak highly of the pre-school. They comment that they feel supported by staff and are happy with the care their children receive. They say they are kept well informed about their children's development through daily contact and messages.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe from harm. They know the signs and symptoms of abuse and the procedures to follow if they are concerned about a child's safety. Staff know what to do if an allegation is made against a member of staff. They ensure that the provision is safe for children. Staff risk assess the environment and resources daily to ensure that any risks are minimised. Leaders ensure that all staff are suitable to work with children and follow safer recruitment procedures.

What does the setting need to do to improve?

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

- improve the interactions staff have with children to keep learning purposeful and ensure children remain engaged and interested.

Setting details

Unique reference number	EY389710
Local authority	Hampshire
Inspection number	10276205
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	18
Name of registered person	Small Talk Pre-School Ltd
Registered person unique reference number	RP528797
Telephone number	02392552005
Date of previous inspection	5 July 2017

Information about this early years setting

Small Talk Pre-School registered in 2009 and is a privately owned setting. It operates from a house in the Lee-on-the-Solent area of Hampshire. The pre-school is open each weekday from 8am to 5pm, all year round. There are three members of staff employed to work with the children, all of whom hold appropriate early years qualifications from level 5 to level 3. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the provider 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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The provider and the inspector carried out a joint observation during group activities.
- Staff spoke to the inspector during the inspection.
- Parents shared their views on the pre-school with the inspector.
- The inspector viewed 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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