

Inspection of Tickleford Preschool

Tickleford Drive, Weston, Southampton SO19 9QP

Inspection date: 27 June 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 and separate from their parents with ease. Staff support children to settle well, and they place a strong focus on children's happiness. For example, they encourage children to explore the range of toys in the safe and secure environment. Children learn well, as staff understand how to provide a broad curriculum. This is well planned and successfully builds on children's experiences. For example, some children take part in group activities to help them develop their communication and language skills. Other children develop their physical skills as they take part in an obstacle course, crawling through tunnels and balancing on beams.

Behaviour is good and children show positive attitudes to learning. They enjoy music and movement sessions and confidently wiggle their bodies to the sounds. Children confidently join in with songs. They follow instructions as they bang their sticks. This helps to develop their coordination and further increases their vocabulary.

Children enjoy looking at photos of themselves and recall when they had butterflies in the pre-school. The talk about the caterpillars becoming 'big' and then making a cocoon. This demonstrates that children have remembered their previous experiences. All children, including children with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- Leadership and management are strong. The manager has a good understanding of the local area and the needs of the community. He has a clear vision for the future and continually strives to develop the facilities. For example, since the last inspection, changes made to the building allow children to be outside in all weathers due to the installation of heating and water. Staff report that their well-being is good and they feel very supported. They receive regular supervision sessions that focus on their professional development. This helps to ensure they remain knowledgeable in their roles.
- Partnership with other providers is strong. For example, the manager works effectively with other agencies and local schools to ensure children receive the best support, tailored to meet their needs. As a result, children's transitions to other settings are effective and well planned. The manager uses funding well to support individual children to achieve the best outcomes. For example, funding is used for staff training to increase their knowledge and skills and also to purchase resources to support individual children. Parents speak highly of the setting, saying that their children are settled and that the pre-school 'feels like family'.

- Staff provide children with many opportunities to lead a healthy lifestyle. For example, they encourage children to wash their hands regularly, and they provide nutritious meals and snacks. However, on occasions, children have to wait for snack time and they start playing with the toys again. This means children's hands are no longer clean. Staff do not always explain to children why handwashing is important and how this keeps them safe and healthy.
- Staff do not always use snack times and mealtimes as learning experiences. For example, children do not have opportunities to be independent or make choices, as staff serve food to them. In addition, staff show children different fruits and ask what they are like. However, staff do not explore children's understanding further by rephrasing questions when children do not respond. As a result, children do not benefit fully from this experience.
- Staff plan many opportunities for children to develop their social skills with the variety of equipment and resources. For example, children show perseverance as they work together cooperatively to move the logs around outside. They smile at each other as they get the logs where they want them to be. This gives children a sense of achievement and satisfaction.
- Staff are sensitive to children's needs. For example, staff notice when children do not have aprons on at the water tray. They say, 'I notice that you haven't got an apron, would you like me to get you one?' When children struggle to manage their feelings, staff follow them and check that it is okay to sit with them. They support children to come back to the activity. This helps children to feel safe and secure in their surroundings.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff recognise the possible signs and symptoms that indicate a child may be at risk of harm and abuse. They know the local procedures to report any child protection concerns, or if an allegation is made against any adult working with children. The manager undertakes rigorous recruitment procedures and suitability checks to ensure staff are suitable to work in the pre-school. The required documents are well maintained and records are accurate. This contributes to the safety and welfare of the children. The building is secure and risk assessments are in place to support children's safety.

What does the setting need to do to improve?

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

- help staff to promote children's understanding of how to adopt healthy practices at all times
- enhance the opportunities for children to further develop their independence skills during snack times and mealtimes

- develop the effectiveness of staff questioning techniques to encourage children to think more for themselves.

Setting details

Unique reference number	EY490702
Local authority	Southampton
Inspection number	10287371
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 5
Total number of places	30
Number of children on roll	57
Name of registered person	Tickleford Preschool Limited
Registered person unique reference number	RP534691
Telephone number	07557677715
Date of previous inspection	14 November 2017

Information about this early years setting

Tickleford Preschool registered in 2015 and is situated in Weston, Southampton. It opens from 8.15am to 3.45pm for five days a week, during term time only. There are 12 staff working with the children, eight of whom have early years qualifications at level 3 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Osman

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 provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 SEND.
- 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 carried out a joint observation of a physical development activity with the manager.
- Parents shared their views on the setting with the inspector.
- 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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