

# Inspection of Shirley Preschool

St. James Road Methodist Church, St. James Road, Southampton SO15 5HE

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Inspection date: 28 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children thoroughly enjoy their time at pre-school. They form meaningful relationships with staff, who care deeply about children's learning and welfare. This helps children to feel safe. Children make secure friendships. They are kind, considerate and enjoy learning together. For example, children work collaboratively as they transport planks of wood to extend their play with cars. They decide to build a ramp and take turns to share their ideas. Children test out their theories and discover that their cars go faster when they use a taller plank. Children share their excitement as they watch the cars whizz by. Children behave well. They follow the rules and learn to treat others with respect. Those who need extra support learn techniques to help them regulate their own behaviour. This helps children to develop skills that will prepare them for their future learning.

Children gain an understanding of the world through activities that capture their interest. For example, they show great intrigue as they put their hands in the opaque water and investigate the creatures they find. Staff introduce new vocabulary, such as 'lobster', 'pelican', 'swoop', and 'scales'. Staff present new information clearly. For instance, children find a toy deep-sea diver. Staff use correct language as they point out the deep-sea diver's clothing and equipment. Children learn about the tanks divers wear and how they carry oxygen to help them breathe under water. This helps children to develop a wide knowledge base and to make deep connections within their learning.

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

- The manager and staff know the children very well. They have created an ambitious and stimulating curriculum, which reflects the skills they want all children to learn. Staff work well with other professionals to support children's learning and development, particularly for those with special educational needs and/or disabilities, who make good progress from their starting points. However, staff do not gather all available information to help every child develop a secure and reliable sense of self. This means that some children take longer to make sense of their uniqueness. Parents speak highly of the pre-school and the progress their children make. They receive regular information, which keeps them up to date with their child's development. Close partnership working with others helps to create consistency and continuity for children.
- Children have lots of opportunities to develop their critical thinking and independence through good-quality teaching and interactions. For example, children show an interest in large wooden blocks. They work in collaboration and share their ideas. Staff ask children questions to help them consider what they might need to create the structures of their choice. Children use what they know about buildings to construct a frame. They compare different sizes of wood to

decide which length is best for sliding. Staff help children to learn about risk as they discuss different scenarios when considering how long the wood for the slide should be.

- Staff encourage children to develop a love of words and sounds through engaging activities. For example, children listen intently as staff read a story about the adventures of the letter 'A'. Staff read the story and then use recall to test what the children can remember. This helps staff monitor what children have learned and what they need to revisit. Staff skilfully introduce new concepts, such as rhyming, in a way that meets children's individual learning needs. For example, children jump up and repeat 'A, A, A', every time they hear an 'A' sound within a word. Staff adapt activities skilfully to ensure that all children have the same access to high-quality learning experiences. Children learn to be effective communicators.
- Children develop a good understanding of their emotions and feelings. Children look at picture cards and consider how the character might be feeling by their facial expression and surroundings. One child suggests that the character is sad because he is hungry, drawing from their own experiences. Staff encourage children to identify alternative words to describe the same emotion. Children use words such as 'cross' and 'grumpy' to describe feeling 'angry'. This provides children with the language and skills necessary to articulate their feelings and make connections between behaviour and impact.
- Staff support children's understanding of healthy lifestyles. For example, children consider why a character might be hungry. One child identifies that the character has a plate of 'unhealthy food', which is why he is hungry. Staff recognise opportunities to explore what children know about being healthy. Children identify different items of food, such as strawberries. Children have lots of opportunities to develop coordination and core strength in the outside area. They skilfully ride tricycles and steer ride-on toys around chalk-drawn roads. They practise their balancing skills as they carefully navigate ramps and large blocks. Children exert themselves as they run and pull each other in wagons. This helps children to develop a love of being active and an understanding of healthy choices.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team are passionate and committed to maintaining children's safety. They have a secure understanding of the signs and symptoms that may indicate a child welfare concern, including extreme behaviours. They update their safeguarding knowledge regularly and demonstrate a good understanding of the safeguarding policies and procedures. This includes the action to take should they have concerns about a child. The manager has an excellent understanding of risk assessment, which is reflected in the environment and staff practice. Children have great fun as they play and learn in the safe and secure environment.

## **What does the setting need to do to improve?**

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

- use information sharing protocols fully so that children receive tailored support to develop a secure sense of self and belonging.

## Setting details

<b>Unique reference number</b>	2632174
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10287372
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Shirley Preschool Limited
<b>Registered person unique reference number</b>	2632173
<b>Telephone number</b>	07707311359
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The setting registered in May 2021. It is situated in Shirley, Southampton. It takes children aged two to four years. The setting is open from Monday to Friday, 8.30am until 2.30pm, term time only. The provider employs 12 staff, eight of whom hold a relevant childcare qualification at level 2 or above. The setting accepts funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Paula Sissons

## 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 provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a focused activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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