

Inspection of Redbridge Preschool

Redbridge Community School Campus, Cuckmere Lane, Millbrook, SOUTHAMPTON
SO16 9RJ

Inspection date: 13 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children happily come into pre-school and settle quickly. Staff know their key children really well, and they build strong attachments with them. Children eagerly seek staff out for a cuddle when they need reassurance. This helps them feel safe and secure at pre-school. Staff have high expectations for children's behaviour. During registration each day, children remind each other of the 'golden rules' and the reasons for them. For example, they eagerly shout 'shut that door' to remind themselves to keep the toilet door closed for privacy.

Children learn different ways to keep themselves healthy. For example, they take part in gymnastic-style activities. Staff talk to children about the importance of cooling down and drinking lots of water to keep themselves hydrated after they have exercised. Children learn how to look after their teeth as they brush their teeth daily at pre-school. Staff provide families with support around oral hygiene as and when needed.

Children enjoy racing 'ducks' down guttering pipes as they talk about which will be the fastest. Staff support them in taking turns as they play with the ducks. Staff help children develop a love for reading as they read stories to them. Children excitedly ask for their favourite stories over and over again. They then retell the stories to their friends as they look at books independently.

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

- The manager has clear aims for the curriculum, which focuses particularly on children's personal, social and emotional development. For example, staff work on developing children's confidence and self-esteem. However, staff are not consistently clear on what the overall aims of the curriculum are. This means, at times, they do not precisely focus their teaching and planned activities to meet the aims of the curriculum.
- Children with special educational needs and/or disabilities (SEND) are supported well by the pre-school SEND coordinator. She plans a range of activities to meet the specific needs of children and to support them with their next steps in learning. For example, children develop their listening and attention skills through 'bucket time'. They excitedly sit and watch the different objects from the 'bucket' with fascination, and their achievements are then celebrated by staff.
- Children, including children with SEND, make good progress in their learning and development. However, there are times when children who are more capable do not have their learning extended further during activities. This means, at times, teaching does not build even further on what they know and can do.
- There are good partnerships with parents. They comment that their children

enjoy pre-school because of the staff who are 'lovely, friendly and kind'. Parents feel that they are well supported and that they can ask the staff for advice as and when needed. Staff provide parents with ideas on how to support their children's development at home as well. This helps to support children's learning further.

- The staff have developed strong partnerships with other professionals involved in children's care. For example, they have developed partnerships with the other settings that children attend. This helps develop consistency in children's learning and development, such as by discussing children's next steps in learning together. Additionally, they work well in partnership with SEND professionals to provide the support children need.
- Staff teach children to become curious learners, and they plan activities to ignite their interest. For example, children take part in a regular science club to develop their understanding of the world around them. This also supports their speech development as it provides the opportunity for open-ended questions and discussions.
- The manager recognises the experiences that children may not have and ensures she plans for them within the setting. For example, children often do not have easy access to a garden, so she ensures there is the option to play outside for most of the day. This helps develop children's physical skills as they run, jump and climb in the garden.
- Staff have regular supervision meetings with the manager. She uses these as an opportunity to discuss staff's well-being and ensure their workload is manageable. The manager also discusses performance targets with each member of staff during these meetings. This helps to raise the quality of teaching further.

Safeguarding

The arrangements for safeguarding are effective.

Staff show a good understanding of their roles and responsibilities in safeguarding children. They know how to report a concern, including if there is an allegation against a member of staff, to the relevant local safeguarding partners. They are able to demonstrate their safeguarding knowledge on a wide variety of topics, such as county lines and child exploitation. The manager has a rigorous process in place to ensure the suitability of staff at the recruitment stage as well as their ongoing suitability. Children learn how to keep themselves safe and take appropriate risks through everyday activities at the pre-school, such as learning how to use the soft play area safely.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the curriculum to ensure they are consistently clear on the overall aims for learning
- develop the planning of activities further to ensure that the older and most able children are provided with further challenge.

Setting details

Unique reference number	EY262068
Local authority	Southampton
Inspection number	10299942
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	24
Number of children on roll	45
Name of registered person	Redbridge Community Playgroup
Registered person unique reference number	RP521442
Telephone number	02380 764 211
Date of previous inspection	8 July 2019

Information about this early years setting

Redbridge Preschool opened in 1980 and registered with Ofsted in 2001. It is managed by a voluntary committee. The pre-school operates from rooms within Redbridge Community School in the Millbrook area of Southampton. It opens from 8am to 3.30pm, Monday to Friday, during the school term. The pre-school provides funding early education for two-, three- and four-year-old children. There are 10 staff, of whom nine hold an early years qualification at level 2 or above.

Information about this inspection

Inspector

Natasha Jarvis

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 explained the curriculum intentions to the inspector during a learning walk.
- The inspector took part in discussions with the manager, the chair of the committee and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.

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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