

Inspection of Netley Abbey Pre-school

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

Inspection date: 18 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children confidently enter the pre-school and separate from their parents with ease. Staff help children to settle and place a strong focus on their happiness. They support children to make progress in their learning and development. For example, staff base themselves in key areas, such as the home corner, to extend children's play. They chat with the children about their shopping lists and engage in make-believe parties for the baby dolls.

Staff understand the youngest children sometimes struggle to listen and share. Therefore, at story time, they break into small groups. Staff provide a copy of the same book for the youngest children each to hold and turn the pages. This helps develop their concentration skills as they look at the pictures and join in with the story.

Children freely access the activities staff provide. They express interest in nature as they excitedly talk about the spiders they have seen in the roof of the playhouse. Children say the spiders are ginormous, and not medium-sized. They later recall how the creatures have now shrunk and are smaller than they were. This demonstrates an understanding of mathematical language as they explore together and happily share their findings with adults.

Staff have high expectations for children's behaviour and children understand the rules and boundaries. Children are kind and courteous towards their friends and staff. All children, including those with special educational needs and/or disabilities (SEND), are making progress from their starting points.

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

- The leadership team have made improvements since the last inspection. The special educational needs coordinator (SENCo) has attended training to update their knowledge. They work effectively with other agencies. This helps to ensure children receive the support they need swiftly. Staff have updated their knowledge and undertaken paediatric first-aid training. They are aware of how to respond in the event of children having accidents.
- The leadership team uses supervision to effectively aid staff's well-being. Staff comment positively on their personal experience of supervision and how supported they feel. However, the leadership team does not fully use supervision sessions to identify minor inconsistencies in teaching practice. As a result, they do not always address these quickly to further develop staff's teaching practice.
- Overall, staff promote children's language development well. Staff provide a sociable environment, where children practise their conversational skills. However, occasionally, staff do not give children, particularly the youngest, the

time they need to process questions and respond. This means children's emerging language skills are not always fully supported.

- Staff encourage children to adopt healthy practices. For instance, children wash their hands after using the toilet and before meals. Staff offer children water or milk and children pour their own drinks from the jugs. However, staff do not have consistent arrangements to help children understand about maintaining a healthy diet.
- Partnership with parents is good. Staff provide information in the reception area to aid parents, such as leaflets about dummies. They provide regular communication and hold parents' evenings to discuss children's progress. Parents value the photographs they receive, showing their children settled and happy. They appreciate help with school applications and support with their children's ongoing development.
- Children develop their physical skills as staff plan a wide range of activities to encourage them to be active. For example, they strengthen their large-muscle skills as they kick the balls outside. Children shout 'goal' as they expertly aim the balls into the nets. They develop their small-muscle skills as they paint and draw in the art area. Children skilfully use scissors to cut paper and card for their creations. This helps children to make good progress in their physical development.
- Staff help children to develop positive attitudes to learning and to persevere in their play. They set up activities designed to encourage children to think for themselves and be creative. For example, children concentrate when making 'motorbikes' with the large construction pieces the staff provide. They show a sense of achievement as they hand over their finished creation to their friends.
- The key-person system is embedded effectively and staff know the children well. Staff have developed a curriculum that builds on what children can do. They have appropriate expectations and there is a strong focus on children's personal, social and emotional development. This helps children feel safe and secure in the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on supervision arrangements to ensure staff receive well-targeted coaching and training to help them develop their role
- strengthen staff's understanding of how to further encourage the development

of younger children's emerging language skills

- review and improve arrangements for helping children learn about the importance of healthy food choices.

Setting details

Unique reference number	EY379201
Local authority	Hampshire
Inspection number	10282368
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	34
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	20 February 2023

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. There are four staff who work with the children, who all hold appropriate qualifications from level 3 to level 6.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Children spoke to the inspector during the inspection.
- Parents and grandparents shared their views of the pre-school 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024