

Inspection of Twiggs Lane Pre-School

Marchwood C of E Infant School, Twiggs Lane, Marchwood, SOUTHAMPTON SO40 4ZE

Inspection date: 2 July 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Adults have high expectations for every child at this inclusive setting. Staff have designed an accessible curriculum to ensure that all children can take part in engaging activities and events. The well-being of children with special educational needs and/or disabilities (SEND) is continually monitored. Children's behaviour is very good. They quickly develop their social and independence skills and form strong bonds with adults and their peers.

Children crowd around each other with paper and pencil, making attempts at writing and simple sums. Staff ensure that children from a young age have daily opportunities to practise early pre-writing skills. They encourage children to experiment with paint, chalk, pencil and pen. This has supported children to develop their mark making in preparation for later writing.

Pre-school children are eager to show the inspector what they know. They take pride in the letters and numbers they can write. They eagerly respond to challenges, for instance counting past a given number or adding more equipment to their obstacle course. High levels of support from caring staff give less confident children the ability to attempt things they might at first be unsure of.

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

- Staff collaborate with schools for effective transition for pre-school children. Children learn about the expectations of a school classroom, for instance putting their hands up and contributing in a structured circle time. Staff provide teachers with profiles of new children and there is an in-depth handover of information for children with SEND. As a result, older children talk about school with excitement and are very well prepared to make the transition to Reception class.
- There is close collaboration with outside agencies to meet the needs of children with SEND. Staff accept recommendations from specialists, which are used alongside daily observations of children, to set meaningful targets for children's ongoing development. As such, children with SEND make very good progress, especially in terms of their communication and general well-being. Parents of children with SEND feel supported and consistently listened to.
- The leadership has identified that the COVID-19 pandemic may have had an impact on children's language development. Consequently, leaders have designed a curriculum that includes a focus on speech and communication. Staff ask children about their experiences outside of the setting. Younger children are encouraged to talk about the foods they enjoy when role playing. When children occasionally struggle to share resources, staff are quick to model the best words to use. As a result, children from an early age begin to develop the vocabulary they need to talk to a range of listeners.

- Staff frequently ask children questions about what they know and can do. For example, children are asked to consider which size pots are best for planting flowers, or whether adding rubber bricks to an obstacle course will make it easier or harder to use. However, staff do not always go deeper in their questioning to examine children's reasons for their answers. As a result, children are not always given every opportunity to explain their answers fully and develop their reasoning.
- Staff have helped children to plant and grow a variety of vegetables and flowers in a beautiful, well-kept allotment. Children take responsibility for caring for their plants. Staff ask children to notice particular details about the natural world, for instance looking at how bees pollinate flowers. This supports children to develop their understanding and love of nature.
- The leadership has worked hard to develop a high-functioning staff team where all adults feel valued. The manager has quickly developed in her new role. She offers purposeful supervision for staff, and opportunities for their continued training and development. Staff are passionate about their work. They bring a positive, upbeat energy to their quality interactions with children.
- Staff plan events that celebrate children's diverse family lives. These include: Mother's and Father's Day celebrations where all male and female role models are welcome; Armed Forces Day, which celebrates families in which there are armed forces personnel; and culture weeks which explore and examine a multitude of faiths and nationalities. These events bring families together and support children to show their parents what they have been learning.

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:

- improve opportunities for children to reflect on what they know and to develop their understanding at greater depth.

Setting details

Unique reference number	EY425902
Local authority	Hampshire
Inspection number	10350916
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	37
Name of registered person	Twiggs Lane Pre-School
Registered person unique reference number	RP530554
Telephone number	02380 675 818
Date of previous inspection	13 September 2018

Information about this early years setting

Twiggs Lane Pre-School registered in 2011. It operates from a classroom in Marchwood Infant School, located in Marchwood, near Southampton. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. It is open each weekday during school term time, from 8.45am to 3.15pm. There are ten members of staff, eight of whom hold appropriate early years qualifications. One member of staff holds qualified teacher status. The pre-school also employs a financial administrator.

Information about this inspection

Inspector

David Watkins

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector looked at the feedback of 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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