

Inspection of Little Drummers Pre-School

Drummond Community Centre, Drummond Road, Hedge End, Southampton,
Hampshire SO30 2AD

Inspection date: 16 July 2024

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

The pre-school has an inviting and friendly atmosphere and children come in looking forward to spending time with staff and their friends. Children receive support from staff where needed and are encouraged to be independent. For example, children hang their own coats up and add their water bottles to the box. Children enjoy telling the staff about what they have been learning both in the setting and at home. Staff show a genuine interest in this information and extend children's thinking further by asking questions. This helps children to feel valued and gives them a sense of belonging.

Children choose to spend time with their friends in the 'feelings area'. Staff support children to understand how to regulate their own emotions using focused activities. For example, children use stories and photos of family members to explore how they are feeling.

The curriculum is ambitious for every child and children are well prepared for their next stage of learning. Children are effectively supported and encouraged to join in with a new activity or try something different. Staff know the children extremely well and use this information to plan carefully so that all children are able to achieve their own targets. This supports children's confidence and self-esteem.

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

- The behaviour expectations of the pre-school are clear and easy to follow. Children know how to behave and treat each other with respect and patience. Staff reinforce positive behaviour appropriately. For example, children are given a thumbs up or a 'high five' when they have listened carefully, waited their turn or lined up for lunch.
- Staff communicate well with children and the relaxed environment helps children to talk about themselves and what they do at home or where they went at the weekend. Children are given lots of opportunities to talk, but sometimes staff do not wait for children to respond in their own time before answering for them or moving on. This does not fully support children to extend their language and thinking skills further.
- Children display positive attitudes to learning. They listen carefully when adults give instructions, and are excited about joining in with activities and experiences. Children show resilience by trying again if they do not succeed the first time and show a sense of pride when they complete a new skill such as using the balance bike or painting at the easel.
- Staff work closely with parents to understand children's interests and how they learn best. They communicate extremely well with parents and provide regular updates about their child's progress, general well-being and any achievements.

This means that parents are kept well informed about their child and the progress they are making.

- There is a well-established key-person system that puts children's best interests at the heart of everything they do. For example, staff are guided by the child who will naturally choose their own key person when they start at the pre-school. This helps to build positive relationships and create a strong foundation for learning.
- Children are taught to understand and show an awareness of any differences and similarities between themselves and others. For example, children who need additional support are shown patience and kindness by other children. This supports children to be respectful of others and celebrate that everyone is unique.
- Provision for children with special educational needs and/or disabilities is effective. The special educational needs coordinator has a detailed knowledge of those children who require more support. All staff know how to assist children who may need extra help and are patient and understanding, which helps children to feel safe and secure.
- Staff help children to keep themselves safe throughout the routine. For example, children are taught the importance of handwashing regularly, walking inside and being gentle with their friends. This helps children to stay safe, behave well and develop useful skills for the future.
- Leaders have a clear vision and strategy to ensure the pre-school runs effectively. The manager keeps the committee up to date with information, including any updates, changes or ideas for improvement.
- Funding is used effectively by the pre-school to provide additional opportunities for those children who require extra help to succeed in their learning. Leaders are clear about the impact on children and how to build on this to further improve outcomes.

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 staff's understanding of how to consistently promote children's communication skills and extend their language further.

Setting details

Unique reference number	110486
Local authority	Hampshire
Inspection number	10350941
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	47
Name of registered person	Little Drummers Preschool Committee
Registered person unique reference number	RP517927
Telephone number	07971647019
Date of previous inspection	18 September 2018

Information about this early years setting

Little Drummers Pre-School registered in 1990. It operates from the Drummond Community Centre in Hedge End, Hampshire. The pre-school is open each weekday, during term time only. It operates Monday, Tuesday and Thursday between 9am and 3pm. On Wednesday and Friday it operates between 9am and 12.30pm. The pre-school employs eight staff, all of whom hold appropriate early years qualifications at level 3, 4 or 5.

Information about this inspection

Inspector
Lucy Short

Inspection activities

- This was the first routine inspection the pre-school 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and 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.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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