

Little Clovelly Pre School

Sure Start, 60-68 Clovelly Road, SOUTHAMPTON, SO14 0AU

Inspection date

Previous inspection date

25/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Staff focus well on meeting the needs of individual children and their families.
- The inclusive environment means that children who are learning English as an additional language are well supported, valued and included.
- Staff encourage children's communication and language skills effectively through their ongoing commentary and modelling of words, to build on children's vocabulary.
- The well-resourced environment provides children with interesting and challenging play activities and experiences.
- Staff have a clear vision to continuously improve the provision, which benefits children.

It is not yet outstanding because

- Staff do not always organise large group activities effectively to take account of children's differing ages and abilities.
- Children have few opportunities to learn how to operate programmable toys.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Dinah Round

Full report

Information about the setting

Little Clovelly pre-school registered in 2013. It is run by Southampton City Council. The pre-school operates from one open-plan room associated facilities at Sure Start Children's Centre in the centre of Southampton, Hampshire. The pre-school is open each weekday from 9am until 12 noon, during term time. All children have access to an outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 28 early years children on roll. The setting is in receipt of funding for the provision of free early education for two, three and four-year-olds. A team of seven work with the children, including the manager who holds a childcare qualification at level 3. All other staff have relevant early years qualifications.

What the setting needs to do to improve further

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

- review organisation of group activities to fully engage all children and enrich their learning experiences
- provide opportunities for children to experiment and explore how to operate simple equipment and programmable toys.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy coming to the pre-school, they settle quickly and eagerly get involved in their chosen activity. The well-resourced and enabling environment provides a wide range of play and learning experiences encouraging children's independence. Children are able to move freely between the indoor and outdoor areas allowing them to follow their interests and choose how they want to play. Staff interact with children positively, encouraging and motivating children to take the next steps in their learning. Children engage in purposeful play activities and enjoy playing and exploring. They have fun testing out their ideas as they use the various jugs and containers to pour water down guttering pipes, fascinated to see it appear at the other end. Children learn to play together as they take turns to pour water down the pipes. Some children experiment pouring water over the canopy and hold up their jug patiently collecting the drips. Staff are skilled at knowing when to get involved to extend children's learning. They talk about how much water children collect, introducing language of 'full', 'empty' and 'half-full'. This raises children's awareness of quantities and promotes their mathematical development.

Staff have a secure knowledge of how to promote children's learning and development. They observe children in their play and use the information effectively to plan for children's individual learning. They track children's progress regularly, enabling them to identify areas where children need specific support in their learning. As a result, children make good progress in their learning in relation to their starting points. Parents contribute to the initial assessments on their children. They complete the unique child form to share details about their children's abilities, likes and dislikes. The informal discussions with staff at handover times, alongside viewing their children's progress records, means staff keep parents well informed about their children's achievements. Staff encourage parents to get actively involved in their children's learning. For example, parents are able to borrow storybooks to read with children at home and staff talk with parents to offer ideas of activities they can do with children.

Children are developing good skills for the future. They show increasing independence as they select the resources and make decisions about their play. Staff promote children's communication successfully. Staff talk continually with the children to develop conversation and model language. For example, they introduce new words, such as 'wiggly, wiggly' and 'soft' and 'smooth' as the children manipulate the dough to create worms. This helps build on the children's vocabulary. Staff offer good support for children who are learning English as an additional language. They make effective use of signs and pictures to aid the children's understanding and communication. Bilingual staff sing songs and rhymes regularly in the children's home languages as well as English. This means that children hear words in the different languages and are encouraged to use both languages. Children concentrate as they use the building blocks to create different structures, proudly telling others 'look at my tower'. Staff encourage children to count how many bricks they have in a tower explaining how their towers are getting 'big' and 'bigger'. This introduces children to size and measure. Children have access to a wide range of tools and resources to help develop their fine motor skills. However, there are few opportunities for children to learn how to operate and control technology, such as programmable toys. Staff promote children's physical development well through good use of the outdoor play environment. They carefully negotiate the steps to the upper level and show control as they ride the wheeled toys. Children enjoy being outside and have fun investigating insects they see crawling up the wall, proudly showing the snails to their friends. This generates lots of excitement and staff talk to children to teach them how to care for living things.

The contribution of the early years provision to the well-being of children

Staff provide children with a warm and welcoming environment. All children have a key person whose role is to focus on meeting the child's care needs, liaising with parents and completing children's progress folders. There are good settling-in arrangements for children. Staff carry out home visits to get to know the children before they start enabling them to support children's needs from the start. They tailor the play activities to children's interests and preferences so children feel comfortable and settle quickly. Many of the staff are able to communicate in the children's home language. This helps children form secure attachments and promotes their emotional well-being. Caring and friendly staff provide an inclusive environment where all children are valued and included. They act as good role

models and support children in developing positive relationships with others. The play equipment and environment provide positive images, which reflect the diversity and cultural backgrounds of the children. This helps children to develop a strong sense of belonging and encourages them to be increasingly aware of the needs of others.

Staff have a commitment to promoting children's safety. They supervise the exits during handover times to make sure that children are unable to leave the premises unsupervised. A detailed risk assessment, alongside the daily checks completed by staff, means that staff are able to quickly recognise and minimise risks to children. Regular monitoring of accident reports helps to identify any issues and enables staff to take action to prevent future incidents. Staff maintain good levels of supervision throughout the session. For example, they quickly recognise when more children choose to play outdoors and additional staff move outside so that they can see children in all play areas. This means that children can move around freely to access the wide range of play materials and activities, adding to their enjoyment. Staff give children gentle reminders to use their 'walking feet' when inside to help develop children's understanding about how to keep themselves safe. Children receive clear and consistent messages from staff about how to behave, such as the importance of sharing and taking turns with others. However, at times, the group activities are not organised effectively. As a result, children do not always listen well and this is distracting for others. At tidy-up time, the familiar routine of playing music encourages children to get involved and they quickly find a job to do. Staff praise children's efforts and give them stickers, which help to boost children's confidence and self-esteem.

Staff teach children the importance of good personal hygiene and having a healthy lifestyle. As a result, children know the routines to wash their hands before eating and many are confident to do this by themselves. Children enjoy nutritious snacks of fresh fruit, and on occasions, parents have brought in different breads to allow children to try new tastes. Staff sit with the children encouraging them to pour their own drinks and promoting discussion about eating healthily. As a result, children are learning how to look after themselves.

The effectiveness of the leadership and management of the early years provision

The manager provides strong leadership to the well-qualified and motivated staff team. This helps to ensure that staff work well together to provide consistency and good support for all the children. Staff are keen to gain new skills and are supported well by the management in accessing training to increase their knowledge to benefit the children. For examples, staff have attended specific training, such as Every Child's a Talker and 'Singing and Stories', which they have used to promote children's communication skills effectively. Good systems are in place to monitor children's development, including the progress check for two-year-old children. This helps staff identify when children are in need of some additional support. The manager reviews the children's progress records to help her monitor the delivery of the educational programme. As a result, children are making good progress in their learning and development.

Staff maintain clear policies, procedures and records to support children's safety and welfare. Staff keep documentation and records secure and confidential. Recruitment, supervision and training of staff have a strong focus on safeguarding. This involves checks to determine the suitability of staff to work with children. All staff attend safeguarding and first-aid training and are clear of the procedures to follow if they have a concern about a child in their care. The management and staff have a clear drive for improvement and continually reflect on the pre-school provision. Staff evaluate the play activities enabling them to successfully adapt and re-shape play experiences to improve children's learning. Staff value the support of other early years professionals in helping them to identify areas for further improvement.

Strong partnerships with parents and others involved in children's care helps staff provide consistency in meeting children's needs. Staff value the views of parents and actively encourage feedback about the provision. Parents state that they are happy with the service the pre-school provides. They feel that there is good communication as the staff take time to talk to them about how children have been and to discuss their children's achievements. Staff encourage children to become independent as much as possible in their time at the pre-school to help prepare them for their move onto school. Parents receive detailed information about the pre-school provision through the welcome pack, parents' information board and daily discussions. Staff are able have information translated into the different languages to make sure that all parents have access to the same information.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY471194
Local authority	Southampton
Inspection number	943867
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	28
Name of provider	Southampton City Council
Date of previous inspection	not applicable
Telephone number	02380331635

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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