

Little Berries Pre-School

Little Berries Pre School, Seagarth Lane, Southampton, SO16 6RL



Inspection date	13 November 2017
Previous inspection date	9 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is highly inspirational. She has worked extremely hard to improve the quality of the pre-school since the last inspection. She very successfully incorporates the views of parents, staff and children to ensure excellent improvements.
- The well qualified staff team demonstrates an astute knowledge and understanding of how children learn and develop. Staff keep excellent records of children's learning and complete very detailed summaries of their progress on a regular basis. They exploit every opportunity to ensure that activities provide optimum challenge for all children.
- Staff form excellent bonds with the children, who are exceptionally emotionally secure. Children settle very quickly and behaviour is exemplary. Children develop impressive levels of independence and show an excellent can-do attitude. They are highly motivated to learn and make rapid progress from their starting points.
- Staff support children who have special educational needs incredibly well. They offer weekly drop-in sessions for parents and forge exemplary links with other professionals, settings and schools to fully support children's learning. This ensures that staff identify children's needs very quickly and that children receive timely, highly targeted support, appropriate to their individual requirements.
- Staff establish superb partnerships with parents. They visit children at home before they start, exchange extensive information and guide parents very successfully to support their child's learning at home. Parents praise the amount of information they receive about what their children do and the progress they are making.

What the setting needs to do to improve further

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

- continue to expand the excellent range of opportunities for children to develop their early language skills even further.

Inspection activities

- The inspector observed children and staff engaged in activities indoors and outdoors.
- The inspector conducted a joint observation with the manager. The inspector met with the manager at appropriate times throughout the inspection, to discuss how she monitors and supports staff, and oversees the running of the setting.
- The inspector looked at a range of relevant documentation, including policies and children's assessment records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Petra Morgan

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager and staff have a very strong understanding of how to keep children safe and what to do if they have any concerns. The manager monitors children's progress exceptionally well. She looks at different groups of children and swiftly addresses any differences in rates of learning. The manager has a very thorough system for monitoring staff performance. She observes staff, and makes targeted suggestions to enhance their excellent practice. Staff carry out peer observations to ensure children continually receive the best teaching. Staff have frequent professional development opportunities to develop their skills. For example, by completing mathematics training, staff have significantly enhanced children's mathematical learning and progress.

Quality of teaching, learning and assessment is outstanding

Staff provide children with an extremely rich and purposeful learning environment, which sparks children's enthusiasm for exploration and discovery. For example, children thoroughly enjoy the 'space station' role play and use calculators and laptops confidently and imaginatively to ensure 'we don't crash.' Staff join in with these elaborate games, which engage children fully. Staff very skilfully develop children's communication and language skills, and have plans for training to develop this even further. They ask questions that encourage children to think and share their ideas. For example, staff ask children how they worked out the solution to puzzles. Staff very skilfully use high-quality storybooks to help model reading and use puppets to engage children fully in mathematical rhymes.

Personal development, behaviour and welfare are outstanding

Staff get to know the families and children extremely well. They teach children about healthy lifestyles highly successfully. For example, staff help children research healthy foods on a tablet computer. Staff provide children with wonderful opportunities to develop their physical skills and manage risk. Children exercise in the exceptionally well-resourced garden and confidently negotiate obstacle courses. Staff pride themselves on teaching children extremely well about other cultures, diversity and equality. They challenge gender stereotypes, and invite parents in to share with the children their languages and the festivals they celebrate. Staff act as superb role models and encourage children with plenty of high praise for being kind and taking turns.

Outcomes for children are outstanding

All children, including those who have special educational needs, those who are learning English as an additional language, and those who receive additional funding, make excellent progress from their starting points. Children very confidently count and recognise shapes. They are highly active and competent learners. They sing alphabet songs, attempt to write their names and recognise letter sounds. Children learn new skills rapidly that prepare them extremely well for school.

Setting details

Unique reference number	EY411784
Local authority	Southampton
Inspection number	1094382
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	68
Name of registered person	Little Berries Pre-School Committee
Registered person unique reference number	RP907816
Date of previous inspection	9 June 2015
Telephone number	02380 915 533

Little Berries Pre-School registered in 2010. It operates from a purpose-built provision in the grounds of Hollybrook Junior School in Lordswood, Southampton. The pre-school is open from 8.30am to 4pm, Monday to Friday, for 44 weeks of the year. The pre-school receives funding to provide free early education for children aged two, three and four years. There are eight members of staff. Of these, the manager holds early years professional status and seven members of staff hold a level 3 qualification.

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