

Oasis Academy Lord's Hill Pre-School

Green Lane, Southampton SO16 9FQ



Inspection date	22 May 2019
Previous inspection date	22 June 2016

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

Summary of key findings for parents

This provision is good

- The manager has an ambitious vision. She has developed the setting in all areas since starting her role as manager. She values her team and listens to their ideas. The team work well together to action any developments.
- The manager has developed a robust system to support practitioners' professional development. This has a positive impact on the team morale.
- The management team work together effectively to reflect on their practice and the quality of teaching. For example, they use peer-on-peer observations to share best practice within the setting and to support newer practitioners.
- Practitioners provide a welcoming, well-resourced and nurturing learning environment which promotes children's independence and self-confidence.
- The setting has a well-established key-person system in place. Key people have close bonds with their key children. They spend quality time together during focused groups.
- Parents speak highly of the setting. They know their children's key person and feel well informed about their children's progress. Parents understand the setting's policy around accidents and feel the setting reports this information well.
- Children make good progress from their starting points. Additional funding is spent well to support individual children's needs.
- The practitioners do not supervise self-care routines well enough to encourage children's understanding of good personal hygiene fully.
- Practitioners do not use children's next steps effectively within the planned activities. This does not fully support children's ongoing learning.

What the setting needs to do to improve further

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

- strengthen supervision of children during self-care routines to help enhance their understanding of the importance of good personal hygiene
- make even better use of children's next steps to fully support their ongoing learning.

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the lead practitioner to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector
Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

The manager's ambition has supported the growth and development of the setting. The high focus on professional development ensures practitioners feel valued and supported in their roles. A member of the management team attended a course around leadership and management. Since attending this course, she feels more confident in leading a team. This has had a positive impact on the running of the classroom. Safeguarding is effective. Managers have a robust understanding of protecting children and making referrals. Practitioners have a sound knowledge of how to safeguard children and know how to pass on any concerns. Practitioners receive regular training and coaching, which helps to keep their safeguarding knowledge fully updated. The management team work closely with the children's key people to monitor children's progress. They have an effective system which helps identify and close any gaps in development.

Quality of teaching, learning and assessment is good

Practitioners are confident in their teaching. They know the children extremely well and can therefore plan a wide range of interesting and enjoyable activities, both indoors and outdoors. For example, as children play with water, they have different sized sponges which they use to absorb the water and then enjoy squeezing it out. This supports children's fine motor skills. Outside, children take part in an obstacle course where they successfully balance from block to block. This encourages children to be active and learn different ways to move. Children enjoy their play and are keen to 'have a go' and participate in activities, such as cutting open real peppers and planting the seeds.

Personal development, behaviour and welfare are good

Children are well behaved and respond positively to clear and consistent boundaries. Practitioners form close attachments with children. This helps them support children's personal, social and emotional needs. Practitioners provide children with plenty of opportunities to understand how to be healthy. For example, a practitioner shares a story that sparks a discussion around brushing teeth. The practitioner challenges the children's understanding of how to brush their teeth thoroughly. Children receive plenty of praise and encouragement, which successfully enhances their self-esteem and confidence.

Outcomes for children are good

All children make good progress from their starting points. Children develop many of the skills needed in readiness for their next stage in learning, including school. For example, children's independence is encouraged through self registration and their concentration levels through small group times. Children develop good social skills as they play together. For example, during a construction activity, children discuss how to make their 'roads' and what 'vehicles' they will be driving. Outside, children ride around on bikes and trikes and role play filling up at the 'petrol station'.

Setting details

Unique reference number	EY466044
Local authority	Southampton
Inspection number	10075517
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	68
Name of registered person	Oasis Community Learning
Registered person unique reference number	RP532833
Date of previous inspection	22 June 2016
Telephone number	02380776547

Oasis Academy Lord's Hill Pre-School is an established pre-school which registered in new premises in 2013. It is run by Oasis Community Learning. It operates from a building in the Millbrook area of Southampton. The pre-school is open each weekday from 8am to 6pm during school term times. The pre-school receives funding for the provision of free early education for children aged two, three and four years. A team of eight practitioners work with the children, of these, seven hold appropriate early years qualifications.

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