

# Inspection of Little Berries Pre-School

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

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Inspection date: 3 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish in this outstanding pre-school. From the outset, the manager and her staff have extremely high expectations for children. Staff's focus on children's personal, social and emotional well-being is foremost in the vision and ethos of the setting. Children develop exceptional social skills. They behave well and are kind, caring and thoughtful. For instance, as they share the drawing board, children ask their friends if they can remove some of their artwork to make a little space for them. Children recognise the needs of their friends and make space for them, showing consideration and kindness as they reply, 'of course'. Children's behaviour is exemplary.

Staff plan and provide a sequenced curriculum that follows children's interests. Staff focus on children's communication skills is exceptional. All children, including those with special educational needs and/or disabilities (SEND), make tremendous progress in all areas of education. Staff provide exciting activities that ignite children's curiosity. They help children to persevere when learning is more challenging and expertly adapt teaching to the individual needs and abilities of each child. Children engage extremely well and remain highly focused as staff expertly interact alongside them. For instance, as older children learn to count, staff teach them some written numbers. Children successfully learn to match numbers to quantities as they count out favourite coloured ponies confidently. Children gain a strong foundation of skills for their future learning

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

- The manager and her staff work exceptionally well together. Their shared passion for ensuring that children benefit from high-quality care and learning opportunities is evident in all that they do. The dedicated manager leads her team with a clear vision for what she wants children to achieve from the outset. The deep understanding of the curriculum aims, including how this is woven through children's daily experiences, by all staff, is outstanding.
- Staff benefit from the manager's coaching, supervision and support to help them achieve at their full potential. The manager regularly helps staff to reflect on their own skills and knowledge. Together, they consider how they can build on their knowledge to most benefit children. For instance, staff have undertaken speech and language training, which they use to help refine some children's speaking and concentration skills. Staff say that they really enjoying working at the pre-school. They feel valued and exceptionally well supported.
- Staff prioritise children's early communication skills at every opportunity. There is very good support in place for all children, including those with SEND. Staff develop strong links with other professionals in education and health to help provide a consistent approach to support children's learning. Staff provide

children with expert teaching that focuses on speech and language acquisition. This has an extremely positive impact for all children, including those who are pre-verbal, those who speak English as an additional language and those who are less confident to share their ideas.

- Children are highly independent. Staff intuitively support their needs. They know children's capabilities and skilfully give them space and time to develop their coordination skills. For instance, toddlers chose to put on their socks and shoes as they get ready to go outdoors. Children concentrate and persevere, succeeding at pulling on socks and fastening shoes. Staff praise children with a 'high five'. Children respond with pride as they celebrate their growing skills.
- Teaching is exceptional. All staff know children extremely well. Opportunities to weave learning into activities are expertly captured by staff. For instance, children learn to estimate and count the number of cakes missing in the story. They check their estimations as they work out how many would be left if one more was taken. Toddlers learn how to hold pens and trace shapes, as staff teach them about squares and hexagons. Pre-school children learn about changes in nature as they explore pine cones and conkers. They listen to staff's explanations of how seeds are stored and then share this information with friends, as they enthusiastically remember and recall new knowledge.
- Partnerships with parents are exceptional. Staff know children and their families extremely well. A shared vision for helping children to benefit from shared learning is a strength of the setting. Parents are fully involved in supporting learning at home. Staff offer ideas and suggestions of activities that children enjoy and those that would help to build on children's progress. Parents talk about how they help children with reading, counting and cooking. Parents say that staff are amazing. Staff support families, and parents feel that children are cherished in the setting.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of a range of safeguarding issues, including county lines, domestic violence, and extremism. Staff are clear about the policies and procedures regarding safeguarding referrals, including what to do if they have a concern about a child's welfare. They understand what action to take if they have concerns about a colleague's behaviour towards a child, and they know how to escalate concerns to keep children safe. Recruitment procedures are used to ensure the suitability of all those who work with children, including on an ongoing basis. Staff supervise children as they play, indoors and outdoors, and when they eat meals and snacks.

## Setting details

<b>Unique reference number</b>	EY411784
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10287358
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Little Berries Pre-School Committee
<b>Registered person unique reference number</b>	RP907816
<b>Telephone number</b>	02380 915 533
<b>Date of previous inspection</b>	13 November 2017

## Information about this early years setting

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, term time only. There is a holiday club that operates for six weeks of the year, from 8.30am to 4pm. The pre-school receives funding to provide free early education for children aged two, three and four years. There are 10 members of staff. Of these, the manager holds early years professional status and six members of staff hold qualifications at level 2 and above.

## Information about this inspection

**Inspector**  
Tara Naylor

## 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
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector carried out joint observations with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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