

Inspection of Little Berries Preschool @ Bassett

425 Winchester Road, SOUTHAMPTON SO16 7DE

Inspection date: 27 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children and their families are at the heart of this exceptional and inspiring pre-school. Leaders and staff are extremely passionate about providing the highest quality of care and education to help all children achieve the best possible outcomes. For example, they conduct home visits to meet with families before children start. This helps staff to really understand the unique needs of every child to offer a bespoke curriculum that is exciting, ambitious and flexible. Children, including those with special educational needs and/or disabilities (SEND), flourish and make rapid progress. Highly skilled and dedicated staff support children to experience the best start in their care and education. The remarkable relationships between staff and children are evident from the moment children arrive. For instance, staff use their knowledge of children's unique personalities and emotional needs to help them feel safe, secure and ready to learn.

Children have tremendous fun as they quickly immerse themselves in their chosen activities. There is a real hive of engaging and meaningful learning. Staff skilfully deploy themselves close by to where children play, providing constant high-quality teaching and interactions. Younger children are developing into confident talkers who are eager to use their vocabulary to share what they know. Older children count up to large numbers and read words by sounding out the letters. Staff are exemplary role models, showing respect to the children and to each other. This contributes to children's impeccable behaviour. For example, children are exceptionally kind and considerate towards each other and are quick to invite others to join them in their play.

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

- Leaders and staff create a highly effective and ambitious curriculum. They expertly deliver sequenced learning and understand exactly what children need to learn to help them to make rapid progress in their development. Consequently, children enjoy engaging and purposeful learning throughout the day. Staff know children exceptionally well and instinctively adapt their strong teaching practice to ensure that all children, including those with SEND, gain essential skills they need for the future. Furthermore, leaders use any additional funding to support the specific needs of children. This includes, purchasing carefully selected resources that extend and enhance children's learning experiences. This contributes towards the rapid progress children make from their starting points.
- Leaders have superb oversight of all aspects of the pre-school and are extremely reflective. They use self-evaluation as an ongoing tool to prioritise bespoke training for staff and to enhance the provision. For instance, they complete regular comprehensive audits and observations on staff's practice to embed a

positive learning environment. Leaders and staff are extremely passionate and implement their extensive knowledge into their exceptional practice and the exciting curriculum they provide. Staff report that they feel very well supported and receive endless support for their personal development and well-being. This creates an incredibly happy and positive environment, in which children flourish.

- Children with SEND receive superb support from highly skilled staff. They expertly use their knowledge of each child to provide personalised targets and strategies, ensuring they get the specific support they need at the earliest opportunity. Staff work very closely with other professionals and parents remarkably well. They fully understand the importance of creating an inclusive environment to make sure that all children have the same learning experiences. This supports children with SEND to receive the best possible care and education in preparation for their future success.
- Staff are exceptionally skilful in building on children's learning. For instance, they teach children about mathematical concepts, such as halves and quarters, as they mix cornflour with water. Children recall their previous learning by saying the cornflour comes from the 'mill'. Staff provide an array of activities based around the children's interests and topics. For example, children become fascinated and captivated as they learn about an extensive range of minibests, exploring their different characteristics and habitats. Children delight in moving their bodies in a range of ways as they pretend to fly like butterflies. This leads to rich conversations and staff extending children's knowledge by introducing ambitious new words in context, such as 'expand' and 'contract'. This supports children to sustain concentration for extended periods and become highly motivated in their learning.
- Parent partnerships are extremely strong. Staff go above and beyond to support children and their families. For example, they provide parents with 'drop in' sessions, where staff offer tailored support, guidance and advice. Staff seek information from bilingual families to gather key words in children's home languages and identify their cultural heritage. Staff use this information to enrich children's understanding of various traditions and celebrations. Parents talk incredibly highly of the staff team and the progress their children make. They greatly appreciate the support staff provide, such as advice on potty training and how to prepare their children for school. Staff invite families to regular events and encourage them to play an active part in their children's education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY550022
Local authority	Southampton
Inspection number	10398673
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	34
Name of registered person	Little Berries Pre-School Committee
Registered person unique reference number	RP907816
Telephone number	023 80915533
Date of previous inspection	5 November 2019

Information about this early years setting

Little Berries Preschool @ Bassett registered in 2017 and is located in the Bassett area of Southampton, Hampshire. The pre-school is open each weekday, during term time, from 9am to 3pm. There are six staff working with the children. All hold qualifications in early years to at least level 3. Two staff members have early years professional status. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during an activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025