

Inspection of The Shore Woolston

Southampton Day Services, The Woolston Centre, Church Road, Southampton
SO19 9FU

Inspection date: 12 June 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate high levels of emotional security as they arrive at the setting. They are confident and self-assured, separating easily from their parents. Staff are attentive and welcoming, creating a nurturing atmosphere that supports children's personal, social and emotional development. Staff consistently support children to follow clear daily routines, which helps them to feel safe and secure and understand what to expect. For example, staff and children come together shortly after arrival for registration and greetings. This calm and structured start helps children settle quickly and prepares them for the day ahead.

Children benefit from a broad and interesting curriculum. Leaders plan a wide range of activities that build on children's interests and spark their curiosity. As a result, children become enthusiastic, motivated learners who are eager to explore and try new experiences. For example, children create their own campsite during imaginative play and become little explorers, eagerly searching for bugs and engaging in meaningful conversations with their peers.

Children with special educational needs and/or disabilities (SEND) receive excellent support from designated staff, who are knowledgeable and dedicated. They know each child extremely well and ensure that tailored support is in place to meet their individual needs. Staff work closely with parents and external professionals to create personalised learning plans that help children with SEND make good progress, ensuring they thrive alongside their peers. This strong partnership between staff and families contributes to a consistent approach to children's development at home and in the setting.

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

- The curriculum is ambitious and clearly sequenced across the setting. Leaders have a clear understanding of what they want children to learn and how this builds over time. However, this intent is not always consistently reflected in staff's interactions. At times, staff do not extend children's learning beyond their initial play interests, missing opportunities to deepen understanding. Despite this, staff speak confidently about children's starting points, next steps and the progress they make, demonstrating a secure knowledge of individual children's development.
- Staff benefit from a range of opportunities to enhance their professional development. In addition to completing mandatory training, they are encouraged to pursue areas of personal interest, such as training on children's sleep patterns. Leaders place a strong emphasis on staff's well-being and morale. They foster a positive team culture through regular team-building activities and celebratory events, such as afternoon tea, which help staff feel valued and

appreciated.

- Staff support children well in developing their communication and language skills. Staff work effectively to identify children who may need additional support. When needed, children are swiftly referred to external professionals, such as speech and language therapists. All staff receive training in signing, such as Makaton, which helps them to communicate more effectively with children and promote inclusive practice across the setting.
- Leaders use additional funding effectively to meet individual children's needs and close gaps in learning and development. They carefully consider how funding can have the most significant impact. For example, they have invested in climbing apparatus to promote physical development and purchased resources that support children's early understanding of technology.
- Staff promote positive behaviour effectively and act as strong role models for children. They consistently reinforce expectations by reminding children about respectful behaviour, such as taking turns and sharing. As a result, children behave well, show consideration for others and follow rules and routines with confidence.
- Staff provide children with consistent opportunities throughout the day to develop their independence skills. For example, children are encouraged to put on their own coats and shoes in preparation for outdoor play. Staff also use imaginative role-play to teach children how to prepare food and drinks, while helping them understand how to stay safe in a kitchen environment. These experiences support children's confidence and readiness for the next stage in their learning.
- Relationships between staff and parents are trusting and respectful. Regular updates and communication keep parents well informed about their children's progress. They speak highly of leaders and staff, particularly valuing the support provided to help close any gaps in children's learning and development. This strong partnership contributes positively to children's overall progress and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- support staff to implement the curriculum intentions more precisely to build on children's existing knowledge and skills.

Setting details

Unique reference number	2736142
Local authority	Southampton
Inspection number	10398521
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	47
Number of children on roll	47
Name of registered person	The Shore Pre-School Committee
Registered person unique reference number	RP525393
Telephone number	02380444414
Date of previous inspection	Not applicable

Information about this early years setting

The Shore Woolston registered in 2023 and is located in the Woolston Centre, Southampton, Hampshire. The provider opens Monday to Friday, between 8.15am and 3.30pm, term time only. It employs 14 members of staff, of whom 12 hold relevant childcare qualifications from level 2 to level 5. The provider is eligible to receive funding to provide free early education for children aged from two to four years.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum on offer.
- Parents and children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the deputy manager carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.

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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