

The Corner Pre-School

Inspection report for early years provision

Unique reference number	EY308683
Inspection date	02/12/2008
Inspector	Michele, Karen Beasley
Setting address	St Cuthberts Trust, Lichfield Road, Portsmouth, Hampshire, PO3 6DE
Telephone number	077480 64829
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Corner Pre-school was re-registered in 2007. It is based in the St Cuthberts Trust Centre, in Portsmouth. The group is managed by a voluntary committee and accepts children from the local community. It is accessible from the road, has its own entrance and a secure rear outside play area.

The setting is registered to care for a maximum of 26 children from two years to under five years at any one time. There are currently 50 children on roll and of these, 26 receive funded nursery education. The provision supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The pre-school is open Monday to Friday, term time only, from 9:15 to 11:45 and Monday to Thursday from 12:30 to 15:00. Children attend for a variety of sessions. The setting employs seven staff, six of whom are qualified. The provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

The good knowledge of every child's individual needs and abilities ensures practitioners promote all aspects of children's welfare and learning with success. Children are happy, develop secure and trusting relationships and enjoy their learning in a safe, secure and exciting early years environment. They make good progress because practitioners recognise the uniqueness of every child working positively with parents and other agencies, where required, to ensure appropriate support is provided. Ongoing evaluation ensures areas for development are continually identified and acted on in response to meeting children's and parents' needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure full risk assessments are carried out for each outing including required adult: staff ratios
- review systems to monitor the curriculum and to ensure children's assessment records are kept up to date

The leadership and management of the early years provision

Children's care and learning is enhanced because management and practitioners share the same vision. There is a clear sense of direction and excellent team work by practitioners who show real commitment and dedication to their role within the setting. Responsibilities are well defined and practitioners are well supported by a strong and involved committee. Effective communication takes place through informal daily discussions and team meetings, ensuring sessions run smoothly and enabling each child to work towards achieving their individual potential.

Practitioners recognise their strengths and place a priority on self evaluation. A good improvement has been made since the last inspection and practitioners continually assess their training needs and update their skills and knowledge. The majority of aspects of the provision are continually monitored, however a small percentage of children's assessment records are not kept up to date.

Systems to recruit, appoint and induct new practitioners are in place. Most of the required documentation is secure to promote children's welfare, although risk assessments are not being carried out on outings. Links between home and the setting are strong in relation to sharing information about children, ongoing achievements and how to support learning in the home. For example, parents' pages and frequent newsletters sent home provide suggested activities for parents to try with children. Systems have been introduced to ensure progression and continuity of learning for children with other early years providers.

The quality and standards of the early years provision

Children progress during their time at pre-school becoming confident, independent and autonomous learners. Their individual learning is promoted by skilful practitioners who have a good knowledge of children's individual strengths and next steps for development. Practitioners recognise the learning potential from every opportunity enabling them to support, promote and extend individual learning, introducing new vocabulary, developing skills and knowledge and provoking curiosity. Children compare size, texture and shape as they knead the play dough to make hearts and bells. They are active learners finding their own solutions to problems. Such as how many eyes a snow man might have. Systems to plan and assess children ensure activities are matched to their individual abilities and interests.

The staff work extremely well together to create a calm, welcoming child-centred environment. Staff use good questioning techniques and encourage the children to think for themselves and express their own ideas. Children are very confident and competent when using technology, such as digital cameras and the computer. The children learn about healthy eating as new foods are introduced at snack times and food tasting sessions. Children are encouraged to put their coats on before playing outside, wash and dry their hands after toileting and messy play. They put on aprons for painting, which also develops their independence. Children are praised and encouraged throughout the sessions, as staff focus on their positive behaviour and recognise their efforts to help others, for example, by providing hand stamps and reward stickers. Children behave well in response to the expectations and sensitive support of staff, as children know exactly what is expected of them.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.