

The Shore Pre-School

Inspection report for early years provision

Unique reference number	148858
Inspection date	06/11/2008
Inspector	Beryl Richmond
Setting address	Foxcott Close, Southampton, Hampshire, SO19 9JQ
Telephone number	023 8043 1198 07790 423 079
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Shore Pre-School has been registered since 2000. It operates from a building within the Shore community rooms in Weston Shore Infant School. There is a fully enclosed area for outdoor play, a sensory room and the pre-school also has use of the school playing field and the Sure Start garden. The setting is registered on the compulsory and voluntary parts of the Childcare Register and on the Early Years Register for 26 children from two years nine months to under five years of age. There are currently 52 children on roll, who attend either morning or afternoon sessions. It is an inclusive Early Years Setting. It supports children with disabilities and/or learning difficulties and children for whom English is an additional language. The pre-school opens for five days a week during school term times from 08:45 until 11:45 and from 12:15 until 15:15. There are nine staff working directly with the children on a full time and part time basis. All staff hold, or are working towards a relevant childcare qualification. Of the full time staff, two have level 5 qualifications and two have level 3 qualifications. Three other staff have level 2 qualifications. The setting receives support from Southampton Early Years and is a member of the Pre-School Learning Alliance. Accessibility to the pre-school is good.

Overall effectiveness of the early years provision

The Shore Pre-School provides a good education for its children enabling them to make good progress. It has taken effective action on the points for improvement from the previous inspection report, although the impact of new assessment systems is still to be evaluated; staff demonstrate good capacity for further improvement. Partnerships with parents are excellent and this contributes well to children settling happily, feeling safe and enjoying the good range of activities available for them to enjoy. Staff provide good emotional security for the children and their welfare and safety are given a high priority; children are both equally regarded and known as individuals. Provision is evaluated regularly to identify strengths and areas for improvement but this process is not yet rigorous enough.

What steps need to be taken to improve provision further?

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

- make better use of the contributions of all staff to keep the pre-school's self evaluation form up to date
- monitor rigorously to establish how well information gathered in the Unique Child assessment folders is being used to improve children's achievement

The leadership and management of the early years provision

Since the last inspection, staff have provided children with pictorial reminders of how they should behave to keep healthy, for example, by flushing the toilet and washing their hands. This approach has also been successful in developing

children's independence. New 'Unique Child' assessment folders have been introduced this term with the full involvement of parents. Good ongoing assessments contribute to summary information, which then informs the next steps of learning for each child. This new system has not yet been evaluated to check whether it is having a positive enough impact on children's progress, although a review date has been set to do this. The progress of children with learning difficulties and/or disabilities, which are mainly speech and language difficulties and behavioural and emotional needs, is checked weekly and targets are revised to meet their needs well. The setting has good links with specialist agencies, including those that provide support for children learning English as an additional language. There are also good links with other settings on the same site and elsewhere and with the advisory service. It responds well to recommendations for improvement, for example, by including an outdoor physical activity immediately after registration so that the children can 'let off steam' before settling to other activities. This works very well. Weekly and longer term planning is clearly displayed for parents to read and shows good coverage of the areas of the curriculum. Staff give good attention to children's safety and health. Daily risk assessments are carried out and there are good safeguarding procedures. Checks are made on the suitability of staff to work with the children. The required policies are in place. Accident books and medication details are well documented. The majority of staff have been trained in paediatric first aid.

The setting has excellent links with parents. In addition to regular daily contact, parents have responded very well to the recent introduction of 'learning stories', which have enabled them to become more fully involved in their children's learning.

The setting is not complacent and is improving. However, although the self evaluation form is partly completed and the grading given so far are accurate, information gathered from monitoring and audits is not summarised sufficiently enough in one document in order to help the setting improve. There is good commitment to staff development in terms of training to develop knowledge and skills.

The quality and standards of the early years provision

Relationships are good and the children are happy. After the initial excitement when they arrive, they settle to play happily and are beginning to develop good independent skills. The staff rightly place a high priority on the development of language and social skills although they are currently also focussing on improving their provision for the development of mathematical skills.

Staff work effectively alongside children in their learning, and question and encourage them so that they make good progress. For example, information and communication technology skills were developed well when one staff member worked alongside two boys who were playing games on the computer and when another staff member worked with a group who were taking digital photographs. Children took great pleasure in photographing other children enjoying their activities and then displaying their own work. Opportunities are taken to develop

counting skills, for example, at registration time children are encouraged to count how many children are present. The setting uses display well to support current learning, for example, mark making is a current focus. Children are given a good opportunity every day to recognise how their own name is spelt. With the help, if necessary, of a parent they find their name card on the table when they arrive and post it into the telephone box.

Ongoing assessments are made of children's progress and collected together to give a good picture of each child's individual progress. Key workers use this information to extend children's learning. Children with speech and language difficulties now benefit from regular specialist speech and language support and staff engage well with children to develop language, including through modelling role play. Children eat healthy snacks and are given good opportunities for physical development in the outdoors.

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?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

There have been no complaints made to Ofsted since the last inspection.

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.