

Riverside Pre-School

Inspection report for early years provision

Unique reference number 131573
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Inspector John Laver

Setting address Bitterne Park Infant School, Manor Farm Road, Bitterne Park, Southampton, Hampshire, SO18 1NX
Telephone number 023 8036 3018
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Riverside Pre-School operates from within Bitterne Park Infant's School and is run by a voluntary parents' committee. The setting are registered to accept 48 children per session. There are 104 children on roll, aged between two and five, can attend during the day, which is divided into morning and afternoon sessions between 08.40 and 11.40 and between 12.20 and 15.20, during term-time only. The Pre-School also operates a recently opened lunchtime club. All staff hold appropriate qualifications. Riverside caters for a small minority of children with English as an additional language. It also has two full time places in each session for children with specific learning needs and these children receive external support in addition to that supplied by the setting. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Riverside Pre-School makes excellent provision for children. Children make rapid progress in moving towards the early learning goals, in the process developing the full range of personal qualities, skills and knowledge. There are several strengths in provision, and not least of these is the excellent quality of the leadership, which has ensured that the previous very high standards have been maintained. Whilst there are no weaknesses in provision, Riverside is continually striving for the best, and because of this, it commands great support from the community and is rightly held up by the local education authority as a model of excellent practice. There are no issues, and the Pre-school should work to sustain its outstanding provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- to maintain the outstanding provision and outcomes for all the children

The leadership and management of the early years provision

The lead practitioner, along with other members of the leadership team, has successfully made the pre-school a centre of excellence which is already acting as a model for some other local providers. All staff respond to the leadership's high expectations, which include thorough and accurate documentation. Effective policies and the resulting procedures help to ensure that all aspects of provision are excellent and that children achieve extremely well in all areas of learning and development. Procedures to ensure that children are well protected are very robust, and day-to-day management of the considerable number of both staff and children operates very smoothly. Riverside is a very inclusive setting, catering excellently for all children's needs and with parents fully involved in the learning process. For example, parents contribute to children's assessment portfolios and

come into the setting to take part in joint activities, such as singing with their children. The leadership ensures that all aspects of children's learning and development are carefully monitored and used to inform future practice. The result is that staff have the confidence to build on what has proved successful but also to bring innovation to the curriculum. Consequently, the pre-school very effectively builds on children's strengths and interests, ensuring rapid gains in learning and development. The leadership also maintains strong links with the adjoining infant school and joint ventures, such as assemblies are encouraged. The pre-school uses resources excellently, and does not allow the restrictions of an old building and limited space outside to restrict opportunities. Thus, for example, the pre-school also makes use of the larger reception outdoor facilities in the infant school. The success of the pre-school has been achieved through rigorous self-evaluation, high expectations and detailed but imaginative planning.

A particular strength of the leadership is the commitment to rigorous self-evaluation. The pre-school has sustained its previous record of outstanding progress, because there is no complacency, but rather a strong commitment of seeking further improvement. Unsurprisingly, both parents generally and the management of the pre-school are very supportive of what the setting provides, and there is a genuine sense of partnership working together for the children's good.

The quality and standards of the early years provision

The pre-school is strongly committed to a culture which encourages children to learn independence and how to make sensible choices, whilst at the same time operating in a safe environment which makes children feel very secure. Although the curriculum is very thoroughly planned in both the short and long term, staff skilfully adapt it to take advantage of circumstances as they arise, for example, unusual weather conditions. In this way children can explore different opportunities which develop their enjoyment and fun as well as allowing for excellent development of the full range of personal and social skills. This is very evident in the enthusiasm with which all children participate in activities. Staff are skilled at questioning children. They encourage the children to listen well and respond at length, so that they make rapid progress in developing their confidence and accuracy in speaking. This was seen, for example, when children were enthralled by the 'Big Snake' story and encouraged to talk about their feelings. Children are also encouraged to talk about projects and things they have made. They help to select work to go into their folders and to show their parents. Staff set targets for children to make further progress and these targets are regularly reviewed. The children make outstanding progress. Consequently, they are very well prepared for the next stage of their education when they leave Riverside. Children feel very safe and very well supported and are extremely happy, fully engaged in all activities and respond enthusiastically to the lively approach of all staff.

Children are taught very good routines, for example, when eating and preparing to meet their parents after school. The pre-school not only has a healthy snacks policy but also provides frequent opportunities for physical exercise. Staff also use

good questioning of children to get them to understand why things such as fruit are important to their health. Children's behaviour and involvement are excellent, and they show an impressive level of responsibility for their age in the way they behave towards each other.

The pre-school makes excellent provision for the more vulnerable children and those with particular learning needs, such as those with English as an additional language. There is extra support from both the adjoining school and from outside agencies. As a result, these children develop skills, confidence and knowledge at the same rapid rate as others.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.