

Redbridge Pre-School

Inspection report for early years provision

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Inspector Judith Howell

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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

Redbridge Pre-School opened in 1980 and moved to new premises in 2003. It operates from rooms in the Redbridge Community School in Southampton. The pre-school is run by a committee and serves the local area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 42 children aged from two to under five years on roll, 36 of whom receive funding for early education.

The pre-school opens five days a week during school term times. Sessions run from 8.30 to 11.30 and from 12.15 to 15.15. Children attend for a variety of sessions or full days. The pre-school is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

Eight members of staff, over half of whom have early years qualifications at level 2 or 3, work with the children. A member of staff is working towards a Foundation Degree. Three staff members are trained in paediatric first aid. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Redbridge Pre-School promotes a safe and inclusive environment through effective and comprehensive policies and procedures. Children receive support from staff who have a good understanding of their individual needs. This ensures that all children have their learning and welfare needs met throughout their time in the setting. Staff undertake regular observations and this enables planning to be flexible and take into account the interests and development needs of all children. Secure partnerships with parents and outside agencies contribute to the sharing of information, which is used well to promote all children's care and education. The provision has the capacity for continuous improvement because the provider has an accurate understanding of the key strengths within the setting and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system process so that it indicates clear targets, in order to support continuous improvement
- ensure that resources are organised so that children can see more easily what is available

The leadership and management of the early years provision

The pre-school is well led and managed by an enthusiastic, dedicated team. Staff are well qualified, experienced and deployed to provide a good level of support for all children. Regular staff and management meetings are held and the pre-school staff are actively involved in the self-evaluation process. Although this enables ongoing improvement, the self-evaluation is not yet fully effective in highlighting strengths and areas for development and setting clear targets and goals. The pre-school has taken positive actions to ensure that the recommendations of the last inspection have been met. With the support of the local authority, individual assessment records have been successfully introduced. These are also used to enhance the partnership with parents by linking learning to the home environment.

Documentation which is required for the safe and efficient management of the setting is very well organised and used effectively to promote all aspects of children's health and safety. Children's safety is further promoted by detailed risk assessments, which cover all areas of provision both within the setting and when taking children off-site. This includes taking children to the gymnastics centre within the school grounds for 'Tumble Tots' gymnastic sessions.

Children's welfare is very well supported by the key person system and the effective deployment of staff. The partnership with parents is very good. For instance, up-to-date and relevant information is shared with parents through a notice board and newsletters and through daily conversations with their child's key person. Children settle with confidence in an organised, child-centred environment. Parents are keen to express how happy they are with the pre-school. The committed staff team are very aware of their individual roles and responsibilities. They are flexible and adapt to the demands of each day; this significantly enhances children's care and learning, as it enables all children to receive the support they need.

The quality and standards of the early years provision

The pre-school provides a warm and welcoming environment which is a fun and interesting place to be. Staff are caring and attentive to children's individual needs and provide good support for children's learning during activities. Children have opportunities for both self-initiated play and adult-led experiences. The learning environment provides a safe and secure, yet challenging space for children. Play is purposeful, with opportunities to be creative and actively learn both indoors and outdoors. For example, some children prefer to concentrate on making cakes with dough or creating their own Christmas pictures, whilst others expend energy outdoors using the three-wheeled toys. Although children have free access to a large variety of resources, there are too many to choose from and the organisation is not sufficiently clear for them to select things for themselves.

There are effective systems in place to identify starting points and to record and monitor children's learning and development. Useful information about children is gathered before children join the pre-school. A booklet entitled 'My Unique Child' is

used by parents to record and share the start of their child's learning. This provides valuable information to help staff plan activities which will support children to make progress in their learning and development. Once settled, each child has their own booklet, which staff use to record observations linked to the early learning goals.

Children benefit from positive relationships between staff, parents and other children which allow them to become confident learners. Children's health and well-being are promoted well as planned topics and discussion raise children's awareness of healthy eating. Children are offered milk, water and a choice of fresh fruit at snack time. They are fast developing social skills, saying 'please' and 'thank you' spontaneously, because staff present snack time as a relaxed social occasion. Their health is also supported as they gain knowledge of adopting suitable personal hygiene routines.

Children are confident and their independence is promoted and encouraged in all areas of their play. They are provided with well planned learning areas and focused experiences which help them to make good progress towards the early learning goals. Children are able to play in groups as well as independently. They show good concentration and listening skills and learn how to recognise their own name upon arrival and at snack time. Staff also provide a book lending service for children and their parents. Children's ability with technology is rapidly developing as they use the computer with great confidence. Singing number songs and the colourful displays promote children's awareness of numbers and shapes. Children particularly enjoy participating and becoming involved in role play activities. The use of the outdoors is good. Children have access to various role play scenarios, such as the house and garden shed, all of which are well equipped. There is a suitable covered area, which enables children to continue with their learning experiences whatever the weather. Waterproof clothing and Wellington boots are provided. Activities that develop children's knowledge and understanding about the world also take place. They grow plants in pots, which links well to the seasons. Children's manipulative skills are developing well as they learn to cut out paper shapes and attach them to lollipop sticks to make simple butterfly and fish puppets. They have free access to all creative materials, for instance, the paint easels, construction materials and play dough. Children's behaviour is very good because staff set a great example, treating all children with respect and involving them in setting clear boundaries for mutually acceptable behaviour.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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.