

Portland Bill Pre-School Regina Road Community Centre

Inspection report for early years provision

Unique reference number	EY380098
Inspection date	23/02/2009
Inspector	Lisa-Marie Jones
Setting address	110 Regina Road, South Norwood, London, SE25 4TW
Telephone number	07908769357
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).

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

Portland Bill Pre-School has been registered since 1992, but has been at its current location since 2008. It is situated in the middle of a residential estate in South Norwood, which is within the London borough of Croydon. It operates from a single storey community centre with an adjacent enclosed area to the rear of the property for outside play. The group is open weekdays 09.20 until 11.50. A lunch session is offered and an afternoon session until 15.00 term time only.

The pre-school provides day care for 35 children within the early years age range and is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. Currently there are 55 children on roll within the early years age range and they are drawn from the local community. The setting currently supports a number of children who speak English as an additional language and children who have learning and/or physical difficulties.

There are five staff employed, four of whom have an appropriate early years qualification and one who is on a training programme. The pre-school has support and training from the local Early Years Development team.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff's knowledge of each child's individual needs ensures that they are able to promote children's welfare and learning successfully. Children are kept safe and secure at all times and really enjoy their time in the setting. The partnership with parents contributes towards ensuring that the needs of all the children are met. This means that children make acceptable progress, given their age, ability and starting points. Regular self-evaluation ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- ensure that children have access to suitable hand washing equipment to prevent cross infection
- develop stronger links with parents and carers to ensure they are included in the assessment and monitoring for their children's progress and achievements

The leadership and management of the early years provision

The manager recognises the importance of continuous assessment and monitoring to ensure that that all welfare and learning requirements are met and maintained

to a high standard. Good improvement has been made since the last inspection. Recommendations that were set have been promptly addressed and reassessed to ensure they work in practice. The manager is constantly monitoring and evaluating to ensure that continuous improvement takes place. She plays an integral role in the daily management of the nursery not only by working alongside staff, to monitor and offer support, but also playing an important part in the children's learning and development.

On a day to day basis the setting runs smoothly and staff and resources are deployed well. Good systems have been devised to ensure staff are supported in their roles and that they have ample opportunities to have planning meetings to organise their key children's profiles and next stages of development. Supervision and staff appraisals highlight where staff's strengths and weakness are, and training is offered to support, through the local authority. The staff team is well established and very strong and they work exceptionally well to support each other and are very aware of their roles and responsibilities to ensure the smooth running of the pre-school. The manager is responsible for employing and recruiting staff and ensures that thorough and rigorous checks are made on all proposed staff prior to their employment.

The written policies and procedures are a fully working document of the nursery and are regularly updated to ensure they are in line with current legislation and working practices of the setting. The self evaluations, which are done as a whole team, play a crucial part in ensuring that they are striving for improvement all the time. Action plans are drawn up and clearly show how targets have been met and what they are striving to achieve.

The manager endeavours to ensure that they offer an inclusive service where every child matters, they liaise very well with other agencies to ensure that children who have additional needs are fully supported in their learning and development, but recognise that currently the communication between parents and information being passed is not always recorded in children's profiles to give an accurate and clear picture of children's progress, and how targets have been met. Parents are given good information about the service provided, and they have good opportunities to share their concerns with staff. Parents are asked to complete questionnaires, to ensure the provision meets the needs of all users. Settling in procedures are done on a very individual basis to enable children to feel welcome and part of the group.

The quality and standards of the early years provision

Portland Bill Pre-School enables children to make good progress in their learning and development, including those with learning and/or physical difficulties, and those whom speak English as an additional language. Links and relationships between other agencies ensures that children can get the support that is needed to help them make progress. However, at present the partnership with parents does not always fully support the children's needs.

Children are very keen to learn and explore the learning environment around them

and on the whole are very happy and busy. Children made comments that they like coming to the pre-school and enjoy playing with their friends and with the toys. They are very sociable and make friends easily and communicate well with adults and children. They move around activities in small groups and pairs and readily take part in role play activities with each other. Behaviour is generally good throughout the pre school as staff have put suitable strategies in place for all children and anticipate where children could become anxious and unable to cope in certain situations. Children learn to take turns and be kind and considerate to each other through general play and gentle, sensitive reminders from staff.

Children are supported by adults in their learning and development as staff are deployed very well to ensure they can sit with children during activities and assist where necessary, and are skilled in supporting children's learning through meaningful discussion or questioning. Staff have a good understanding of the Early Years Foundation Stage learning and development requirements in relation to the early learning goals. The new planning systems clearly identify learning intentions and support children's individual learning.

Parents and carers have opportunities to share their children's progress as they have access to their children's development records and through daily informal chats. The pre-school are aiming to implement parents' evenings to ensure they are all working together for the children's needs and development. Newsletters and notice boards provide parents with information about the curriculum and any changes in the setting regarding staff deployment or policy changes. Parents comment that children make really good progress in their development and children are confident, assertive and very happy especially those children for whom English is an additional language.

The organisation of the rooms enables children to be independent and safe. Children have access to a good range of resources, that are mainly set up by staff, however children can readily access further toys and equipment independently and can take them into other areas of the pre-school to allow for free flow and extension of their play. The garden is not being used at present as it has been highlighted through risk assessment to not be safe enough for the children to use, until further building work has taken place. The children's work is attractively displayed in the carefully planned play areas, which provide children with the resources to aid their learning in all areas. There is a well organised dedicated space for children to express themselves in their own individual way, using paints, collage and construction.

The key working system is very effective as staff are very aware of their key children's needs and the welfare of children is generally promoted very well. Staff are skilled in promoting and supporting children's needs and show a good understanding of the welfare requirements and guidance. It was highlighted in a risk assessment that the hand soap was not suitable for the children to use independently, but a suitable one has not been put in place to ensure children wash their hands properly to minimise the risk of cross infection.

Arrangements for safeguarding children are robust and recruitment procedures ensure that all staff are suitable to do their jobs. All written policies and procedures

are comprehensive and ensure that staff are able to carry out their duties as required. Risk assessments are rigorous and regular ensuring children's safety at all times.

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?	3
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 registration.

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.