

Brunel-Meredith Pre-School

Inspection report for early years provision

Unique reference number 143442
Inspection date 15/01/2009
Inspector Judith Howell

Setting address Meredith Infant School, Portchester Road, Portsmouth,
Hampshire, PO2 7HY

Telephone number 02392 652745

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

Brunel-Meredith Pre-School was established over 25 years ago. It operates in two rooms on the site of Brunel Junior School and Meredith Infant School, Portsmouth and has access to a secure outside area. The pre-school has charity status and is organised by a voluntary parents management committee. This inspection took place at the pre-school situated in the Meredith Infant School Annex. A maximum of 26 children between the ages of two and four may attend at any one time. The group is open Monday to Friday 09:30 - 11:30 and 12:35 – 15:05 during the school term. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are currently 47 children on roll. Of these, 32 receive funding for nursery education. The committee employs a qualified manager to be overall responsible for the day- to-day running of the group. In addition a total of nine practitioners work directly with the children, all of whom have an NVQ at level 3 in Early Years. Six are trained in paediatric first aid.

Ofsted registers the provision on the Early Years Register, compulsory and voluntary Childcare registers. The setting is a member of the Pre-School Learning Alliance. The pre-school is currently working towards gaining accreditation for the 'Flying High for Early Years' award.

Overall effectiveness of the early years provision

Children are highly motivated and engaged in all areas of their learning and development. This is provided through the exciting learning opportunities provided by conscientious and committed pre-school staff. The children's individual needs are exceedingly well supported. Their interests are extended and highly valued to ensure children's ongoing progress in relation to their starting points. The pre-school has excellent relationships with parents, which has a very positive impact on the quality of care and education offered. Staff work very well as a team, they reflect and evaluate their practice and provision, which ensures the continuation of a fully inclusive rich learning environment for all children.

What steps need to be taken to improve provision further?

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

- ensure the self-evaluation process is completed in order to support continuous improvement
- extend opportunities for all children to access the outside area available for the pre-school.

The leadership and management of the early years provision

The staff have maintained a range of policies, procedures and records that are very detailed and well-informed. They provide a robust and ongoing review of children's health, safety and well-being by the pre-school. These are fully supported by the management committee. The committee play an active role in working with staff to ensure a continuation of the consistently high quality of care and learning provided for all the children. There are clear procedures in relation to the safe recruitment and suitability of staff which give high priority to the safeguarding of children. Detailed and effective risk assessments are undertaken regularly to ensure children's safety throughout the pre-school, as well as outside areas and when taking children off site. Staff training is very well devised and is evident from the staff's knowledge and skills in offering a highly innovative learning environment which significantly enhances and extends children's development and progress. The pre-school has taken positive action to ensure that the recommendations of the last inspection have been met. The complaints procedure has been updated to reflect current practice and effective systems are in place to provide parents with detailed information regarding the Early Years Foundation Stage curriculum.

The excellent relationships with parents ensure that children's needs are effectively met. Parents receive a wealth of quality information about the provision and their child's care and education. The children's 'Big Red Books' inform parents about children's learning and their achievements. Parents are encouraged to add their own comments and suggestions are given on how they can help their child at home. Informative notice boards as well as newsletters and an attractive prospectus furthers parents' awareness of how children learn. Strong links with the on-site Meredith Infant School ensures the children transfer smoothly into school. The pre-school's self-evaluation plan is nearing completion. This plan is detailed and highlights strengths and areas for development, setting clear targets and goals. The pre-school is committed to providing a welcoming and inclusive provision which provides a high level of quality learning and care for all children.

The quality and standards of the early years provision

The pre-school provides a very warm and welcoming environment which is a fun and interesting place to be. The staff are fully engaged with the children, know them well and form strong relationships. As a result, children settle with confidence in an organised child-centred environment where their health and safety is very well promoted. The wide range, balance and variety of resources, equipment and activities fully enhance and maximise all areas of learning. The children are enthusiastic in all that they do. Children have a highly secure and safe environment which is maintained and monitored by staff through robust risk assessment on a daily basis.

There are very effective systems in place to identify the children's starting points and to record and monitor their learning and development. Useful information

about children is gathered before they join the pre-school. A booklet entitled 'All About Me' 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. Each child is allocated a key person who is responsible for ensuring activities are carefully structured to meet their individual needs. Once settled, each child has their own 'Learning Journey' folder, which staff use to record their observations and monitor each child's progress. The creative use of photographs in each child's file provides a wonderful record of their learning journey at the pre-school; which are fully shared with parents.

Children's health and well-being is exceptionally well promoted. Children have snacks provided which they serve themselves and these offer a very good daily variety and a range of healthy options. They develop exceptional levels of independence when they have a snack. They pour their own drinks and wash the cups and plates up when they have finished eating. Their health is also promoted as the procedures support children in gaining knowledge of adopting personal hygiene routines, such as washing their hands before eating and after using the toilet.

Children are extremely confident and they develop exceptional levels of independence in all areas of their play. They are provided with well-planned learning areas and focused experiences which help children to make rapid progress towards the early learning goals. These all offer children hands on experiences which provide excellent opportunities for them to be creative, imaginative and active learners. They particularly enjoy participating and becoming involved in role-play activities. For example they take great delight in re-enacting the story of Cinderella. The very well-resourced creative provision for the children provides them with a range of skills and opportunities which is strongly linked to their varied interests. The range of tools and resources fully promote their skills and abilities and they thoroughly enjoy making their own models, cutting, sticking and painting. Children develop their speaking and listening skills well which build good foundations for literacy. They learn to recognise their own name upon arrival as they self-register and their understanding of sounds and letters is promoted well through discussions and the use of games. Children have excellent opportunities to interact with others, to listen and share news and interests at circle time. Stories and the use of story sacks are well used and thoroughly enjoyed by the children. Children show curiosity and increased confidence when talking about shapes and carefully draw round them to make pictures.

Physical play is carefully planned for both outside and indoors on a daily basis. The pre-school is restricted to timetabling outside play as they do not have their own designated outdoor area but share the Infant School's playground. This does not allow for free-flow access onto the playground or play outside in all weathers as there is no suitable covered area. Staff have worked extremely hard to overcome these obstacles and when outside the children do have great fun as they learn to throw and catch balls and balance on the playground equipment. A full range of opportunities to access large and small equipment outside and engage in music and movement indoors helps children to recognise the importance of taking regular exercise. Children's personal, social and emotional development is given

high regard. As a result they exhibit extremely good social skills and exceptionally good 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?	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?	2
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.