

# Newtown Soberton Earlybirds Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY338530
<b>Inspection date</b>	22/06/2010
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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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.

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## **Description of the setting**

Newtown Soberton Earlybirds Pre-School is managed by a committee and opened in 1996. It operates from one of the rooms in Newtown Soberton Infant School, Fareham. The accommodation includes a toilet suite and a fully enclosed outside area for physical play. There are links with the host school. The pre-school is on the Early Years Register.

The pre-school is open on Monday, Tuesday and Friday from 9.00am until 3.30pm and on Wednesday and Thursday from 9.00am until 13.00pm. Children can bring a packed lunch.

A maximum of 16 children aged from two to five years may attend at any one time. There are currently 32 on roll and they are funded. There are no children on roll at the present time who are under three years.

Four members of staff are employed to work with the children. Two co-leaders manage the Pre-School. One co-leader has an Early Years Professional Status qualification and one has a National Vocational Qualification at level 3 and has begun a Foundation Degree course and one assistant has a Diploma in Pre-School Practice. The pre-school is a member of the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Provision is good and effective systems in place ensure children make good progress. The uniqueness of each child is fully considered by each member of staff and the setting is very inclusive. Partnerships with the host school are outstanding and make a very positive contribution to the enjoyment and achievement of the children. The three aspects highlighted for improvement at the last inspection have been tackled successfully and the capacity for future improvement is good.

## **What steps need to be taken to improve provision further?**

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

- ensure that planning and assessments sheets are modified to ensure more detailed records are kept of children's progress.
- improve the outdoor area by providing shade or cover.

## **The effectiveness of leadership and management of the early years provision**

The co-leaders, deputy and other members of staff make a very efficient team. Required policies and procedures, including safeguarding, are regularly reviewed

and updated in order to help drive improvement. All members of staff are carefully vetted for their suitability and are very alert to any health and safety issues. Children are well protected. Members of staff respect their different backgrounds and have a good understanding of their diverse needs. Resources are well deployed.

The management team meet regularly and have completed the self evaluation form. This is now on the pre-school's website. This has led to the identification of the need to further improve the planning and assessment methods in place. The team recognises that the planning sheets need some modification to ensure that more detailed records are kept of children's progress.

Children's learning profiles are carefully compiled to record what the children experience and achieve over time. They include photographs and detailed notes written by the children's key workers. Parents much appreciate the care that is taken by the staff team to collate the document.

Links with parents are good. Meetings with parents are arranged every term and different topics aired, such as mark making or the transition to the reception class policy. Parents respond well to questionnaires and, as a direct result of their suggestions, staff replaced some of the older resources and, in addition, now have better storage facilities. Parents are very pleased with the care their children are given. One parent who is leaving the district said, 'I am so sad to leave. Staff are so warm and friendly. I cannot praise their hard work enough.'

Links with the host school are outstanding and the head teacher is a member of the committee. The reception classroom directly adjoins the pre-school accommodation and both reception aged children and pre-school children visit each other and explore the indoor and outdoor environments of both settings very regularly. Children's Learning Profiles and, if appropriate, individual education plans, are shared with the reception class teacher.

Links with local agencies are excellent. The staff team appreciate the support they are given from Portage staff who help significantly to support the pre-school's work with children who have learning difficulties. Other professionals, such as the speech and language therapist, the Area Inclusion co-ordinator as well as the Early Years adviser and development worker all give their support.

## **The quality and standards of the early years provision and outcomes for children**

The staff team arrive in plenty of time to prepare the pre-school for the day. They check thoroughly the accommodation both inside and outside for any possible risks. Children's welfare is promoted well and very effective methods are used to ensure that the organisation and resources are matched to the needs of children of different ages and backgrounds.

On arrival, the children self register using their photographs and a little cardboard chicken to indicate their presence and if they are staying for lunch. They are

learning to be independent. Children quickly begin to interact with the resources. There is a free flow of children from inside to outside. Assistants ensure children wear hats in the sunshine. They become immersed in their activities and enjoy excellent relationships with each other. One group of boys played happily for a long time in the sandpit with wooden vehicles and spades.

Several children, mainly boys, became engrossed in finding out what would happen when they poured water down a length of guttering. An assistant asked them, 'How can we make the water flow faster?' Several children poured water from one container to another and were learning at first hand about capacity. Great fun was had by children when they played with water that became mixed up with fine soil. One of the boys said, 'It's a sea!' Several children sailed their boats and ducks on their sea. Other children enjoyed pretending to sell ice cream cones while others played with the prams and dolls or used chalks to draw or make marks on the blackboards fixed to the fence.

The outside learning environment is small but well equipped. There is no room for children to ride bikes or scooters but they do have good opportunities every week to ride wheeled vehicles on the school playgrounds. There is very little shade and no canopy to shield the children from the sun but plans are in place to buy a large sized gazebo.

Inside the setting, children became absorbed in building little houses out of wooden bricks. One boy said, 'Let's play with these wooden bricks every day!' A group of children made hats with the help of an assistant. She made sure that children who are left handed had appropriate scissors to use. At the end of the morning session the children helped to tidy up and cleaned the muddy toys outside with a big paintbrush in a container of clean water. They thoroughly enjoyed this task and made a good contribution to keeping the setting tidy.

Children were given opportunities in their key worker groups to count how many boys and how many girls were present. They are moving forward well in their counting skills and this will help them considerably towards the next stage of their learning. One assistant used a small pop up puppet very skilfully for children to focus on when she told a story. The children responded immediately to this excellent resource and made first rate progress in their listening and speaking skills.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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