

Northern Pre-School

Inspection report for early years provision

Unique reference number 507933
Inspection date 08/11/2010
Inspector Fiona Robinson

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Type of setting 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*.

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.

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Description of the setting

Northern Pre-School opened in 1994 and is situated in Northern County Infants School, Portchester, Hampshire. There is ramped disability access to the building. The group is committee run. It operates from two adjoining rooms close to the main reception area of the school. The pre-school currently supports children with learning difficulties and/or disabilities and systems are in place to support those who speak English as an additional language.

A maximum of 40 children aged from two to the end of the early years age group may attend the pre-school at any one time. The setting is open from 8.00am to 12.00pm and 1.00pm to 4.00pm in term-time and school holidays. Children may attend a lunchtime session between 12.00pm and 1.00pm. There are currently 62 children on roll. Of these, 36 children receive funding for early education.

The pre-school employs five members of staff, all of whom hold appropriate early years qualifications. The group are members of the Pre-School Learning Alliance (PSLA) and are supported by advisory staff from the local authority. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Northern Pre-School is good because activities are well-organised and children respond well to the support they are given. There are excellent partnerships with parents and the host school and information is shared very effectively. Children are fully included in a range of activities and achieve well. They enjoy coming to the setting and behave very well. The manager and staff have a good understanding of the strengths of the pre-school and areas for improvement such as re-organising the layout of the indoor environment. They have good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- explore ways of recording planning
- develop technology for children to record and share their experiences.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because staff have an excellent awareness of safeguarding and child protection issues. Comprehensive policies and procedures

are fully implemented and risk assessments are carried out regularly to minimise danger. There are robust staff recruitment and vetting procedures in place to check the suitability of adults working with the children. There are robust systems in place for parents to follow when collecting their children. Staff are deployed very effectively to ensure children's safety. Children have access to a range of safe and suitable resources in all areas. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine.

Partnerships with parents and carers are outstanding. There is very positive feedback from parents who say their children enjoy coming to the pre-school because staff are very caring and plan an interesting range of fun activities in a well-organised environment. They are warmly welcomed into the setting every day and are kept well-informed of their children's achievement and progress. Staff keep them very well-informed of special events and fundraising activities through comprehensive newsletters, informal discussions, the website and the parent's notice board. Staff work very well in partnership with parents and encourage them to be actively involved in their children's learning. There are many opportunities for them to discuss their children's individual learning journeys with key staff, which is carefully recorded in their learning journals. The setting also benefits from excellent links with the host school. Information is shared very effectively with the Early Years Foundation Stage staff and children benefit from the use of the excellent outdoor resources and environment. There are excellent links with outside agencies to support children with special educational needs and/or disabilities.

The pre-school is well-led and managed and staff demonstrate a strong commitment to the development of good quality practice. They work well as a team and clearly identify the strengths of the setting. They also outline areas for improvement, such as exploring and refining ways of recording their planning and developing opportunities for children to use technology such as the interactive whiteboard, to enhance their learning experiences. Staff meet together regularly to discuss planning and opportunities are provided for key staff to evaluate children's individual learning journeys. Good self-evaluation procedures are in place and parent's views are valued through questionnaires when reviewing policies and considering improvements to the setting. Staff access relevant training to enhance their practice and appraisals are carried out annually. They work hard to ensure that all children are fully integrated and included in activities. They also ensure that resources are used effectively to meet the needs of the children. Good progress has been made in addressing the recommendations from the previous inspection. In particular, the key worker system is well-established to ensure that children's learning is effectively monitored by staff.

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

There is well-planned purposeful play and children achieve well in all areas of learning. Staff are exploring more detailed ways of recording their planning. They evaluate it carefully and use the information gained to help children to further develop their skills. Children are keen to explore their environment and enjoy going

on problem solving experiences and sensory walks. They readily access a stimulating outdoor environment, which is shared with the host school. Staff have a good understanding of the children's interests and build these into the themes and topics, such as All About Me and autumn. Festivals such as Diwali, Christmas and the Chinese New Year enrich their understanding of other cultures, customs and food.

Children are developing a good understanding of keeping healthy. They learn about making healthy choices at snack time and are encouraged to eat a wide range of fruit, salads and vegetables. They enjoy preparing their own fruit kebabs, vegetables and smoothies and pour their own drinks. They develop good coordination skills as they balance on climbing equipment and walk along balance trails. They have an excellent understanding of keeping safe and benefit from talks on safety from the police and fire service. The children helped to compile the safety rules for the use of the outdoor area and carry out their own risk assessments for the safe use of this space, which they share with staff.

Children behave very well in response to warm encouragement and praise. They share resources sensibly and take turns and negotiate with each other. They respond very well to the clear boundaries for behaviour and interact very well with adults and with their peers. They cooperate very well in parachute games and have respect for one another. Staff have high expectations of children's behaviour and are excellent role models.

Children are happy and settled in the pre-school. They experience interesting practical and play opportunities. They develop their creative skills well as they create a colourful, glittering Bonfire Night collage. They are keen to explore the colours of the rainbow and symmetry as they paint the wings of their butterflies. They enjoy listening to stories such as 'Goldilocks and the Three Bears' and enjoy looking for the bears in the outdoor environment. Most children can write their own names and count to ten and beyond. They eagerly recognise shapes such as cubes, squares, circles, triangles and diamonds in their indoor and outdoor areas. They enjoy practising their computer skills; however staff are developing experiences for children to record and share what they do in activities through the use of the digital camera. They tunefully sing songs such as 'Twinkle, Twinkle, Little Star' and enjoy looking for treasure in the sand. Overall, children are well-prepared for their next stage in learning in this bright, stimulating and inclusive setting.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	1
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	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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