

Mini Bugs Pre-School

Inspection report for early years provision

Unique reference number 960768
Inspection date 13/01/2011
Inspector Alison Large

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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*.

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Description of the setting

Mini-Bugs pre-school is a committee run pre-school. It opened in 1998. The pre-school is based within Devonshire Avenue Baptist Church Hall and has the use of the church hall and an outside area. It serves children from all surrounding areas. The pre-school is open each weekday during school term times from 9.15am to 12.15pm. Children are able to attend for a variety of sessions. The children have access to a secure enclosed outdoor play area. The provision is registered on the Early Years Register.

The pre-school is registered to provide care for a maximum of 40 children in the early years age group at any one time. There are currently 38 children on roll and the pre-school takes funding for early education. The pre-school is able to support a number of children with special educational needs and/or disabilities, and also children who speak English as an additional language. The pre-school employs six staff, most of which are suitably qualified to work with the children. The setting receives support from the Portsmouth Early Years partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and are happy and confident in the pre-school as staff are sensitive to children's individual needs. Staff ensure that the learning environment is bright and welcoming and that a good range of resources are available to the children. Systems to monitor the provision to identify the groups strengths and areas for development are being started which ensures continuous improvement of the setting. Children make good progress in their learning, although this is not regularly shared with parents via the assessment records. All children are included and valued to ensure none are disadvantaged.

What steps need to be taken to improve provision further?

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

- involve parents as part of the observation and assessment process and ensure they have regular opportunities to add to their children's records
- further develop the system for seeking information from parents about the children's development, as a starting point for their learning journey and ensure the assessment records are kept up to date
- update policies and procedures in line with current guidance

The effectiveness of leadership and management of the early years provision

Staff are suitably vetted and ensure the children are fully safeguarded at all times. Thorough risk assessments are in place and all visitors sign into the setting on arrival. Staff have a good awareness of child protection procedures and are aware of their roles and responsibilities. A comprehensive range of policies and procedures are in place covering all areas of the provision. However, some of these have not been updated in line with the Early Years Foundation Stage as required. Staff are committed to ensuring all children are included and provide good opportunities for them to learn and develop. The staff work well together as a team and the good staff ratio ensures this benefits the children, as they are well supported as they play and learn.

The pre-school has a generally good partnership with the parents and carers, they are welcomed into the setting and able to stay until their child has settled. They receive a variety of information through regular newsletters and a parent notice board. Parents report they are very happy with the care their children receive and the progress they make, but some had not seen their child's assessment records. Staff have not been keeping all the assessment records updated as required and sharing the children's records with parents regularly so they can be involved in their children's learning. Staff liaise with local schools when the time comes for children to prepare for starting school, and work effectively with other providers, where children attend more than one setting, to ensure an understanding of the children's needs. The pre-school is organised to provide a stimulating environment, with access to resources which they are able to explore freely.

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

The setting is warm and welcoming to children, who are able to move around freely and access a wide range of activities and resources. They particularly enjoy playing in the role play area where they can use their imaginations. During creative play they are able to experiment with the different textures of dough, paint and glue. Staff are deployed well to meet the needs of the children and are competent to follow children's interests and leads. The staff are committed to providing good quality care and education for all the children, who are making good progress. Staff provide good support and interaction during activities, helping children enjoy and learn. Staff have systems for planning and assessment in place to ensure the learning activities fully support all children's interests and the next steps in their learning. However, there are no systems in place to find out children's starting points when they join the setting to enable staff to know where to move the children on in their learning. Younger children are becoming confident in their daily routines and good staff support helps them settle.

Children's behaviour is good, they are kind to each other and learning to share and take turns. Children are learning about safety issues and staff remind them to keep

safe and not to run indoors in case they hurt someone. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. Children's health is promoted well. They are encouraged to become independent in their self-help skills. Children enjoy their snack and are able to choose from a variety of healthy and nutritious food and drinks. Children become aware of what is expected of them and develop confidence to make their own choices.

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	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	2
The effectiveness of the setting's engagement with parents and carers	3

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	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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