

Parade Community Pre-School

Inspection report for early years provision

Unique reference number	143510
Inspection date	14/07/2011
Inspector	Eira Gill
Setting address	Northern Parade Infant School, Kipling Road, Portsmouth, Hampshire, PO2 9NJ
Telephone number	02392 651231
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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

Parade Community Pre-school is situated in the Hilsea area of the city of Portsmouth and is managed by a committee. It was registered in 2000 and operates from mobile premises in the grounds of Northern Parade Infant School. There are links with the host school and Children's Centre on site. The pre-school is a member of the Pre-school Learning Alliance.

The pre-school provides for children with special educational needs and/or disabilities and for children who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education for children aged two, three or four.

The pre-school may care for no more than 40 children from two years to under eight at any one time. There are currently 80 children on roll. Children usually attend for either morning or afternoon sessions and a few children attend for full days.

The accommodation includes two playrooms with two small storerooms, an outside learning area, children's toilets and washbasins plus an adult toilet. The pre-school is open from 9am until noon and from 1pm until 4pm. If they wish, parents pay a small fee for an extra half an hour from 8.30am until 9am. Those children who stay for a full day may bring a packed lunch which they can eat with the staff.

The pre-school employs eight members of staff. The manager is a B.A. (Hons) graduate in Early Years Professional Status. She is an NVQ assessor of students from a local college and a mentor for students at Portsmouth City University. The deputy manager holds a Foundation degree and the six members of staff all hold level 3 National Vocational Qualifications. Seven students have placements at present, four of whom have National Vocational Qualifications level 2. A teacher from the Ethnic Minority Achievement Service visits weekly.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Provision is outstanding and the highly efficient partnerships between the pre-school, parents and carers, host school, the Children's Centre on site and other agencies ensure the needs of all groups of children are met very effectively. All routines in place to ensure the security and safety of all children in this inclusive pre-school are outstanding. A very wide range of innovative and imaginative activities is exceptionally well planned and organised to ensure children make excellent progress. Almost all of the very well qualified practitioners interact with children using higher level skills of questioning and guidance to ensure the children's capabilities are fully explored. The manager and her staff show a total commitment to continuous improvement and the capacity to improve is excellent.

What steps need to be taken to improve provision further?

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

- further improve the outstanding early years provision by ensuring that all members of staff use higher level skills of questioning and guidance to ensure the children's capabilities are fully explored.

The effectiveness of leadership and management of the early years provision

Managers are exceptionally well focused at embedding ambition and driving improvement. Safeguarding is outstanding because all members of staff have an excellent knowledge of the importance of safeguarding and child protection issues. Policies and procedures are fully implemented and reflect the high expectations placed upon children's safety. Very efficient systems are in place for recruiting and checking the suitability of new staff. Collection procedures are rigorous and followed carefully by practitioners and parents and carers. Security within the pre-school is very effective because children are well supervised in the indoor and outdoor areas. Regular fire drills and risk assessments minimise danger to the children and they have an excellent understanding of how to move around in ways that ensure everyone is safe.

Self-evaluation involves all practitioners and provides an accurate diagnosis of strengths and weaknesses. Short staff meetings take place almost daily and are often attended by members of the committee as well as students who are on short placements. The manager believes the meetings with all interested parties present have hugely benefited the more efficient running of the pre-school as well as the improved progress of the children, particularly the boys to ensure greater equality. Minutes of staff meetings now include areas to improve, actions to be taken and details of who is responsible for actions as well as a review date.

Resources are excellent and organised very efficiently which makes it easy for children to access exactly what they need. They are used very imaginatively by children and staff for their play. Small resources are stored in see through boxes and designed to help the children recognise the names on the labels. This encourages the children to be independent and to make rapid progress in their learning of letters and sounds.

Outstanding links with the host school, the Children's Centre on site, the Health Clinic and the Ethnic Minority Achievement Service (EMAS) have a very effective impact on equality and diversity. Links ensure that different groups of children thrive and make excellent progress. Practitioners attend workshops at the Children's centre, visitors from the Clinic and from EMAS drop in to assess children

and give advice to practitioners, parents and carers. The host school ensures that meeting rooms are available as there is no room to chat confidentially in the pre-school. Children visit their classrooms in the infant school during the summer term. There is very close liaison to ensure a smooth transition.

Parents were requested to complete questionnaires to reassess their satisfaction with how effectively the pre-school is organised, with their children's progress and how they view their partnerships with practitioners. Parents and carers showed unanimously their total satisfaction and gave their reasons. As a result of this survey, the manager was requested to give a talk to Foundation degree students locally and to share her methods. Parents are encouraged to visit during open days and recent fundraising events have been very successful. One parent said, 'Staff are very friendly and they can't do enough for my child.'

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

Children's achievement is outstanding in all areas of learning because most, but not all practitioners are exceptionally skilled in supporting children through questioning and guidance. As a result of a recent study, the manager has methodically trained members of staff and students to use innovative methods to interact in a sustained manner with children as they play. These methods have proved very successful in ensuring that all children, and particularly boys, make excellent progress. Children are prepared exceptionally well for the next stage of their education.

Children are given many opportunities to think for themselves how to be successful when problem solving. A child placed lengths of guttering against a wall and tried to balance them to roll small cars down. As a result of a practitioner's excellent intervention skills, the child was able to think for himself how to extend the guttering to make a more complex design. All children have similar opportunities in other areas of learning and this ensures their excellent progress in their knowledge and understanding of the world.

The outside area is well equipped for children to use their physical skills such as balancing and climbing. A shaded area is ideal to organise pretend picnics. Areas are resourced for children to read, to pretend to go to bed and to use telephones to extend their speaking skills. They experiment with water, they paint or use modelling equipment. Children plant seeds in the garden area and grow flowers and vegetables. They have grown peas and beans and take them home to eat. They made colourful and dramatic pictures of the sunflowers they grew in the style of Van Gogh extending their skills in the use of paint and other materials.

All children, including those with special educational needs and/or disabilities and different backgrounds, show a strong sense of security. They are happy and settled and fully included in all activities. Their behaviour is excellent. They feel exceptionally safe. Very positive relationships between children and adults are established and these ensure the children's well-being, self-esteem and learning

and development. Excellent communication links with a pre-school in Gambia ensure that all children develop an understanding of the lives of children in other countries.

Key workers observe children individually and evaluate their progress in tracking files that are shared with parents and carers. Children's next steps in learning are noted to ensure they make excellent progress. The visiting support teacher from EMAS contributes to the children's excellent progress in their language skills.

Practitioners provide a range of meaningful contexts in which children have good opportunities to develop English. Children's welfare is developed exceptionally well.

Children develop an excellent understanding of keeping healthy and safe. They are encouraged to make healthy decisions at snack time. They adopt good habits related to their personal hygiene, for example, how to wash their hands thoroughly before they eat their snack. They learn to move around the indoor and outdoor learning environments safely. They enjoy tidying up and make their own contribution to the pre-school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

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

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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