

Somerset Road Pre-School

Inspection report for early years provision

Unique reference number	131558
Inspection date	17/11/2011
Inspector	Jacqueline Munden

Setting address	Portswood Primary School, Somerset Road, Southampton, Hampshire, SO17 3AA
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Type of setting	Childcare - Non-Domestic

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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

Somerset Road Pre-school opened in 1979. The pre-school is run by a voluntary management committee and operates from a room within Portswood Primary School in Southampton. It serves the local community and surrounding areas. Children have access to a secure outdoor play area. The pre-school operates each weekday during term time. On Monday, Wednesday and Friday it opens from 9.15am to 3.30pm and on Tuesday and Thursday it opens from 9.15am to 11.45am. An optional lunch club operates at the end of each morning session from 11.45am to 1pm. Children may attend a variety of sessions including all day.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from two years to under eight years may attend the pre-school at any one time, all of whom may be in the early years age group. There are currently 43 children on roll in the early years age group. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The pre-school employs nine members of staff to work with the children. Of these, five hold a relevant early years qualification and two are working towards one. The lead practitioner holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the effective leadership and management structure of all those involved in the running of and working in the pre-school. They are well cared for by caring and committed staff in a safe and inclusive environment. Staff develop extremely effective partnerships with parents. They work closely with most others supporting the children in order to provide continuity in children's care and learning. Overall, children's learning and development is planned for successfully which means they make good progress in most areas of learning. Effective systems for self-evaluation means priorities for development are identified and acted on, resulting in continuously improved outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems of observation and assessment to systematically

track children's progression in all areas of learning and development, and to support planning for their next steps

- develop further systems to communicate and work with all other settings children attend to provide continuity in children's learning and development
- increase further opportunities for children to develop skills in using information and communication technology.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the robust vetting and employment procedures ensure all those involved with the setting are suitable. Staff and students are informed about policies and procedures regarding all aspects of safety as part of their induction, through ongoing appraisals and team meetings. They have a clear understanding of the procedure to follow should they have a child protection concern. Any complaints received are acted upon promptly and appropriately. Risk assessments are used effectively to provide a safe and secure environment both indoors and outdoors and for outings. Space is used well to ensure all children are able to participate fully in the range of activities available. Children access a wide range of resources, although equipment for information and communication technology is not always freely available for children to independently access. Staff are deployed well and work efficiently around the setting which ensures that all children are effectively supported and supervised. Staff spend their time purposefully engaged with the children building warm and trusting relationships, which has a positive impact on progress and learning. The committee and staff regularly evaluate their provision and identify ways in which to improve it. This demonstrates a vision for the future and a good capacity and commitment to driving improvement. For example, comments are sought from parents and support is welcomed from outside agencies. The effectiveness of the daily activities is evaluated to test the impact they have on children's learning.

Equality and diversity are promoted well. Resources and books reflect those from different cultural backgrounds and with disabilities. Staff take effective measures to ensure all children take part and their ideas valued and included. For example, some children show a keen interest in dinosaurs. Staff devise a counting and matching activity incorporating dinosaurs to develop their number skills. Parents report that activities like this have a positive impact on their child's learning and make them interested to learn. All children are valued and their individual needs are catered for well. Appropriately trained staff successfully identify and support children with special educational needs and/or disabilities. They work closely with parents and other professionals to ensure their needs are met. A high number of children that speak English as an additional language attend the pre-school. They are all supported well as staff learn some key words in the child's home language and label the boxes resources are stored in to help children find what they want. Staff develop immensely strong relationships with parents to secure children's good progress. Exceptionally effective measures are taken to involve parents fully in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with staff frequently to discuss their child's needs,

interests and progress. Parents report they are extremely happy with the high level of care their children receive. They enthuse at the speed at which children settle and the rate at which they make progress. Children benefit from their parents' involvement in the management committee and when parents come into the pre-school as helpers. The pre-school liaises effectively with other professionals involved in children's care and learning. Good links are made with feeder schools, which help children manage the transition to school with confidence. Staff are aware of children that attend other settings and are beginning to develop links that help support some continuity in children's learning and care.

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

Children are happy at the pre-school where they are fully supported and actively encouraged to achieve and enjoy. Children make good progress as they are focussed to learn; they engage in a wide range of interesting activities, both indoors and outside, that promote all areas of learning well overall. Resources are readily accessible and ensure all children can take part. For example, easy grip mark-making equipment and left-handed scissors for those children that prefer to use their left hands. Staff know the children well and plan effectively to help them make good progress in most areas of learning. Systems of observation and assessment help staff identify children's next steps and they plan activities to support these. Although, systems do not always systematically track children's development to further inform planning and support their progression.

Children learn good skills for the future as a strong focus is placed on helping them learn to recognise and write their names. For example, children find their names as they arrive and are encouraged to write their names on their art work. Children are confident speakers and relish opportunities to share information in large group situations. For example, they happily tell their friends about the objects they have brought from home. Children enjoy looking at books independently and as part of a group. Staff are particularly skilled in promoting problem solving and helping children to use numbers in the daily routines and in their play. For example, children count the number of children present working out if there are more boys or girls. Planned activities carefully promote many areas of learning, such as a project looking at the homes we live in. Children develop the physical skills needed to use scissors as they cut out pictures of different types of homes. Children develop a good knowledge of the wider world and how people live; they develop their vocabulary as discussions about the various types such as a brick house and a tepee are compared. Children select their favourite and glue it to the bar chart, counting them up to find out which is the most popular. Children access information and communication technology as they use computers and programmable toys. Although, these activities are not as highly planned as other areas of learning to further increase their understanding in this area.

Children are confident and develop high levels of independence as they pour their own drinks and select fruits at snack time. Children behave very well; they feel

safe and secure and form strong bonds with staff and children. Children learn about road safety when walking around the local environment such as visits to the shop to buy milk. A busy and harmonious atmosphere permeates the setting as children show high levels of understanding of the pre-schools rules to help them keep safe and care for others. For example, children happily cooperate and help tidy up and prepare for group time. They quickly respond to the gentle hand clapping that signifies it is time to listen. Children learn about healthy lifestyles well as they follow effective hygiene routines to keep healthy. For example, they explain they need to wash their hands after playing outdoors and before eating. Children spend lots of time outdoors engaged in a wide range of activities in all weathers. This has a very positive impact on children's good health. For example, children grow fruit and vegetables that they harvest and eat at snack time helping them to learn about healthy foods. A wide range of outdoor equipment provides a challenge and helps children develop skills and confidence in moving and controlling their bodies.

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	3
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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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