

Riverside Pre-School

Inspection report for early years provision

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Inspector Fiona Robinson

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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

Riverside Pre-school was registered in 1995. It is run by a voluntary parents' committee and operates from within Bitterne Park Infants School, in Bitterne Park, Southampton in Hampshire. There is ramped disability access to the building. All children share access to a fully enclosed outdoor area and playground. The pre-school provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Riverside Pre-school may care for no more than 48 children per session from two to under eight years of age, of whom no more than 48 may be in the early years age group, and of these 48 none may be under two years of age at any one time. There are currently 109 children on roll, aged between two and under five years of age, of whom 104 receive funding. There are no children between five and eight years of age on roll. The pre-school is open each weekday from 8.40am to 3.20pm, with a lunch club which runs from 11.40am to 12.20pm, during term time only. Children come from the local area and attend for a variety of the sessions on offer. There are 17 members of staff who work with the children. One holds a BA in Early Years Practice and has Early Years Practitioner Status Level 6. Twelve staff hold NVQs at level 3, one of whom is working towards a Foundation degree; and two are working towards a NVQ at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The quality of the provision is outstanding. Children achieve very well in this bright, stimulating environment because they are fully included in an excellent range of activities. There are outstanding links with parents, the host school and community, and children respond very well to the excellent care and support they are given. Children are exceptionally well-behaved and staff are very skilled at increasing their understanding of safety and making healthy choices. The manager and staff have an outstanding knowledge of the pre-school's strengths and areas for improvement. They demonstrate an excellent capacity for future improvement, such as extending the use of technology resources to support children's learning.

What steps need to be taken to improve provision further?

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

- developing further the range and use of information and communication technology resources to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted extremely well because staff have an excellent awareness of safeguarding and child protection issues. They undertake regular risk assessments to ensure that the indoor and outdoor environments are kept safe. Security within the pre-school is given a high priority and staff are deployed very effectively to ensure children are supervised at all times. Staff, parents and carers are very familiar with the rigorous procedures for the collection of children. Comprehensive policies and procedures are implemented fully to ensure children are safeguarded from harm. There are robust staff recruitment and vetting procedures in place to ensure the suitability of adults working with or having contact with the children. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Resources and equipment are maintained to a high standard and tidily stored. The pre-school is exceptionally well-led and managed. There are excellent self-evaluation systems in place which ensure that improvements have a significant impact on children's experiences and achievement. The manager, staff and committee have excellent drive and ambition. They work purposefully together and the views of parents and children are highly valued. Staff make very effective use of an excellent range of resources to meet the needs of the children. Excellent teamwork, planning and assessment significantly benefit the children's learning and development. Outstanding progress has been made in building on children's strengths and interests, ensuring rapid gains in learning. Staff are successful in bringing innovation to the curriculum. They demonstrate high levels of commitment and regularly attend courses to enhance their expertise and qualifications. Staff rigorously monitor activities and set challenging targets for children. They promote equality and diversity to an outstanding level. They provide excellent support for children with special educational needs and/or disabilities, and those who speak English as an additional language, so that they make similar progress to their peers. There is excellent involvement of children in indoor and outdoor play. Staff have a very clear idea of areas for development, such as increasing resources in technology. Partnerships with parents and carers are outstanding. They are kept fully informed of special events and activities through comprehensive newsletters, informal discussions, the notice board and an excellent website. They say that staff ensure their children experience an excellent start to school life in a very caring, nurturing environment. They feel they are kept very well-informed of their children's achievements and progress by key staff at regular consultation meetings. Parents are highly appreciative of the children's 'learning journey' records, to which they make a valuable contribution. They are very supportive of special events, such as the visit to the Nature Centre, mini sports day, the nativity play and fundraising activities. Partnerships with the host school are outstanding and the pre-school benefits from the use of the school's indoor and outdoor environments. Staff have excellent links with the Early Years Foundation Stage which ensures children experience a very smooth transition to full-time education. There are outstanding links with outside agencies to support children with special educational needs.

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

Children benefit from a wide range of interesting experiences and make excellent progress in all areas of their development. Staff value the children's interests and ideas and include these in their planning. They regularly monitor their achievement and progress and use the information very effectively to help children build on their existing skills. Themes such as autumn, winter and the Royal Wedding result in colourful displays and enrich children's experiences. Children achieve very well and make excellent progress across all areas of learning. Children develop an excellent understanding of keeping healthy and safe. They very skilfully climb and balance on apparatus, and ride their bicycles and pedalled vehicles with control. They take turns to go down the slide and are eager to crawl through tunnels. Children make healthy choices at snack time and eat a wide range of fruit and vegetables. They behave in ways that are very safe for themselves and others. Children learn to use equipment very safely as they prepare fruit kebabs, pumpkin soup, pizzas and bread. They benefit from talks and activities which support their understanding of road and fire safety. Children behave extremely well and quickly settle at chosen activities. Staff are excellent role models with a consistent approach to managing children's behaviour. Children are very confident and have excellent relationships with staff and their peers. They are highly motivated by a wide range of activities, such as nature walks in the park. Staff actively promote children's independence and encourage them to make their own choices as they play. Festivals such as Harvest, Diwali, Christmas and the Chinese New Year are celebrated and give the children an outstanding appreciation of other cultures and customs. They see an excellent range of artefacts from different cultures and staff and parents share their knowledge of other countries, lifestyles and customs with the children. Children are very keen to come to pre-school and respond very well to the excellent care and support they receive. Their communication, language and literacy skills are developed very well, for example through listening to the story of 'Goldilocks and the Three Bears' and taking turns to act out the story. Most can count and recognise numbers up to twenty and beyond, and recognise two-dimensional shapes in the indoor and outdoor environments. Children enjoy searching for insects and building dens. Their creative skills are developed very well as they print colourful patterns with vegetables and make collages from natural resources. Children confidently use the computer to complete simple programs. However, they do not make full use of the digital camera and other information and communication technology resources to share their experiences with others. Most children can write their own names and they are keen to talk about books they are reading. They enjoy making magic potions and watching their volcano erupt. Staff introduce problem solving experiences in the wider outdoor area so that children can practise these skills. Children are prepared very well for their next stage in learning.

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

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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