

Sholing Community Centre Pre-School

Butts Road, Southampton, Hampshire, SO19 1BN

Inspection date	11/09/2012
Previous inspection date	10/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, behave well, and are supported effectively by staff in their emotional well-being. They enjoy taking turns in a 'getting to know you' group game passing the soft toy to their neighbour which helps new children to settle.
- Most practitioners interact purposefully and positively with young children; overall they have a good awareness of how young children learn. Staff help children to feel safe and secure, especially those who are in linguistically, unfamiliar surroundings.
- Children enjoy a healthy snack mid-morning of a good variety of fruit. They independently access the caf style area, wash their hands, take their plate and are encouraged to count out their pieces of fruit by the practitioner.
- The indoor and outdoor learning environment is spacious and is set up each day providing active, child-initiated play and learning opportunities that engage the children.

It is not yet good because

- The assessment and planning system is not consistently implemented and monitored to ensure all children make good progress towards the early learning goals.
- Self-evaluation and action plans are not rigorously implemented by management to drive improvement in learning and development.

- There are weak management systems which result in lack of supervision and support for staff.
- Communication and engaging with parents about individual children's learning and developmental progress is inconsistent.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Inspection carried out by one inspector. Discussion held with the manager about timetable of the inspection and invited the Nominated Person to attend.
- Inspector observed staff and children during activities, both indoors and outdoors and had discussions with some parents.
- Inspector had a discussion with the manager and administrator and sampled some documents.
- Inspector had a discussion with the key person of tracked child, sampled some children's files and learning journals.
- Inspector carried out a joint observation with the manager of an activity.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Sholing Community Centre Pre-school was established in 1969. It is run by a voluntary management committee. The pre-school operates from two rooms in the community centre in Sholing, Southampton and serves the local area.

The pre-school is registered on the Early Years Register. The pre-school opens each weekday during term time only. Sessions are from 9am to 12 noon and from 12.30pm to 3pm, apart from Tuesday, when it is not open in the afternoon. Children can attend for a session or the whole day, with lunch club. There are currently 40 children from aged two to under five years on roll. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children who learn English as an additional language. The pre-school employs eight members of staff. Of these, seven hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve children's developmental progress by ; monitoring assessment and planning systems to ensure the next steps for each unique child are implemented, plan targeted adult-led activities to meet children's learning needs, particularly in communication, language, introducing an effective key person system to communicate regularly with parents, involving them in their child's development at home.
- Foster a culture of support, teamwork and continuous improvement by; ensuring there are clearly defined, equitable roles of responsibility and accountability within the provision, allowing staff to take part in effective supervision which provides them with coaching and training, introducing focused action plans, derived from self-evaluation which includes views of staff, children and parents.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are keen to be at pre-school and enjoy their child-led activities. Children receive suitable support from staff in their freely chosen play. This is because most staff involve themselves in children's play, use spoken statements and open questions to promote their

thinking and understanding. Staff introduce mathematical concepts in activities such as sand play. For example, children count and compare the size of bottles in the sand, although further challenge in solving the problem of which size they have the most of and least of, is not offered to extend learning further. Children are enthusiastic whilst playing on the wooden ship. They jump, climb, and use their imaginations well, telling staff it is a pirate ship and they are 'Peter Pan'. However, because assessment and planning is inconsistent not all staff know their key child's capabilities or are planning effectively for their child's unique needs. Some key worker files are up to date and staff are in tune with the children's needs. However, not all staff have this knowledge and can weave their key children's next steps into their practice and the planning.

One member of staff has undertaken 'every child is a talker' training. However, the pre-school has not introduced small group language activities to offer further support for children learning English as an additional language. Staff also do not use such activities for those in need of more language input to progress well in their communication skills. Some staff use a child's home language in play and learning but others do not. Overall, children receive a range of play opportunities and experiences, which cover the seven areas of learning. For example, to understand the world they observe and help a practitioner clean out the snails and talk about what they can see. They are actively involved, ask inquisitive questions, and collect food for the snails from the garden, which they enjoy. Although investigating magnifying glasses are available, children do know how to use them because they are not shown. Also staff do not offer challenging, skilful questions to the older, more able children, to engage them in sustained shared thinking. Practitioners do not use books and other materials to extend learning and support effective teaching.

Overall, children acquire the skills they need to help them in the next stage of their learning. Children become confident in sounding out initial letters, recognising their own names and communicating with others. They develop self-care skills that they will need to give them independence when they go to school.

The contribution of the early years provision to the well-being of children

Children are happy and form secure, positive relationships with staff and other children. This is because staff are effective and understanding with regards to children's personal, social and emotional needs. Staff are quick to notice new children who feel sad; they get down to their level and engage them in purposeful play which helps the children to settle and become actively involved. This means children become confident and are happy to engage in activities.

Children behave well and know the boundaries and the health and safety routines. For example, during whole group time children tell the staff the hand washing routine they undertake before eating. They know why they do this; because of germs and getting poorly. Staff give children gentle reminders about how play safely in the sand. Children learn the importance of eating healthy food during their mid-morning snack. Staff are on hand to promote discussion during a social snack time about the benefits of eating certain foods, such as apples.

Children enjoy the space and freedom of play outdoors. They used two wheeled bicycles with stabilisers, balance on stepping stones and use small equipment such as balls and scoops to throw and catch. Staff support children to learn how to keep themselves safe. They discuss safety issues together when, for example, jumping on and off the pirate ship and when playing in the sand.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children, particularly with regard to child protection issues, are in place and known to staff. The designated child protection officer is trained and staff follow procedures such as locking away personal mobile phones during pre-school times. All staff hold Criminal Records Bureau checks and the registered committee are known to Ofsted. Overall, the pre-school follow appropriate recruitment and vetting procedures to make sure staff are suitable for their role as an early years practitioner.

The quality of the staff who work with the children is generally good. However, coaching, guidance and inspirational support from the management team is weak. Staff undertake appraisals but they are not able to recall their personal development plan. Although staff take part in external training they are not encouraged to cascade the training to the rest of the team and to implement changes to the educational programme offered. Management understand the Early Years Foundation Stage requirements but not all procedures are consistently implemented. For example, the completion of child record forms by new parents, to make certain a full picture of that child's needs such as medication and health is not always available for staff before a child starts at the pre-school. This is due to weaknesses in organisation. Although some self-evaluation takes place with the local authority development team, the pre-school has not taken ownership of it and the drive for improvement is not clear and rigorous. The monitoring of the educational programme and assessment and planning has weaknesses. This in turn means that learning outcomes for children are not currently improving. The pre-school has a sound partnership with its parents. Staff are friendly and offer advice to some parents but the systems to communicate and fully engage with them are not rigorous enough. Although parents receive some feedback on their child's progress, this is not carried out regularly. In addition, not all parents are supported in how they can promote their child's learning and development at home. The setting liaises appropriately with agencies such as Children's Services.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs

		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	131556
Local authority	Southampton
Inspection number	813757
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	40

Name of provider	Sholing Community Centre Pre School
Date of previous inspection	10/05/2010
Telephone number	023 8039 9979

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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