

Portland Place Pre-School

Sutton cum Lound C of E School, Portland Place, Sutton, RETFORD, Nottinghamshire, DN22 8PP

Inspection date

Previous inspection date

16/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Planning, observation and assessment do not clearly identify children's next steps in learning and parents are not fully included in this process.
- The key person system is not fully robust enough to ensure that every child's care is tailored to meet their individual needs.
- The balance of adult-led and child-led activities are not sufficiently monitored for those children who need further challenges in their play and in order to extend their learning.
- Some staff lack skills and knowledge and are not fully aware of their roles and responsibilities.
- No member of staff currently hold a paediatric first aid certificate.

It has the following strengths

- Children enjoy making choices in the well-resourced environment in which they can access good quality resources and equipment that support their play.
- Children are cared for in a warm, child-orientated environment with staff who support their care needs. Children are happy and content and enjoy the activities even though they lack challenge.

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

- The inspector observed activities in the playroom and the outside learning environment and viewed equipment and resources.
- The inspector held several discussions with the manager of the provision and with a member of the committee.
- The inspector looked at supporting documentation and policies and procedures, as well as planning, children's learning journey records and evidence of suitability checks for staff.

Inspector

Beverly A Kemp-Russell

Full Report

Information about the setting

Portland Place Pre-School was registered in 2012. The pre-school operates from a classroom within Sutton-cum-Lound C of E School. The children have access to the main playroom, the corridor and school hall. The children also have access to an enclosed outdoor play area. The setting is open each weekday from 9am until 1pm on Monday, Tuesday and Wednesday and 9am until 3pm on Thursday and Friday, term time only. The setting is registered on the Early Years Register and there are 20 children on roll.

The pre-school employs three members of childcare staff. Of these, two hold appropriate

early years qualifications at level 3 and one is working towards a level 3 childcare qualification. The pre-school provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and special educational needs and/or disabilities. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- review the procedures for observing and assessing children's development in order to ensure planning accurately captures their next steps in their learning and provides appropriate challenges
- develop educational programmes for all children which must involve activities and experiences across the seven areas of learning
- ensure that at least one person who has a paediatric first aid certificate must be on the premises at all times when children are present, and must accompany children on outings
- ensure all staff have appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities
- implement a system of assessment that plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and plan activities
- ensure the key person system is robust enough to ensure that every child's care is tailored to meet their individual needs.

To further improve the quality of the early years provision the provider should:

- develop rigorous and effective systems for self-evaluation that inform priorities and use these to set challenging targets for improvement.

Inspection judgements

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

Staff welcome children into the pre-school and they are friendly and caring. Children play and enjoy their learning in an enabling environment where they make choices and decisions regarding what they want to do and how they want to spend their time. Staff

enable children to participate in some planned activities and play opportunities. However, there is no clear balance of adult-led and child-initiated activities to enable children to make progress in all areas of their learning and development and planning does not always take into account children's next steps. For example, children do not help serve snacks, pour drinks or help clear away at meal times. Consequently, there is not always sufficient challenge to enable children to make maximum progress in their learning. The provider's system to gather information about children's individual starting points is not robust. Therefore, staff are not always clear how to effectively plan the next steps in children's learning and development. In general, staff develop positive relationships with the children who are confident to seek support from them. Although, at times, the needs of the less able children are not always fully considered. For example, during times when all the children come together for circle time or a singing session, the younger children become restless. They roll around on the carpet, which causes disruption to other children as they try to listen.

Each child has a key person who is responsible for completing observations to monitor their progress and plan the next steps in their development. However, the quality of these varies and some children do not have any observations that have been used to support their development at this time. There is no system to monitor children's learning journeys to ensure a consistent approach. Consequently, it is difficult to establish whether all children are making good, consistent progress given their individual starting points. The key worker system is not fully effective in supporting all children to ensure their specific needs are met.

Children are developing their language and communication skills appropriately, for example, in the role play area. They are beginning to express their ideas by acting out what they would like to be when they grow up. In general, children are developing their social skills as they interact with the other children. They have opportunities to use a range of equipment to support their physical development in all areas of the pre-school. Children demonstrate how they can balance using bicycles and outdoor play equipment. Others choose to run around inviting staff to watch how fast they can move.

Staff have begun to liaise with the school to help children prepare and to support them in making the transition. However, staff do not fully involve parents in their children's learning and development and parents are encouraged to liaise with staff informally. The system to gather information about children's starting points, and how parents can continue to share what they know about their child's progress at home, is in the early stages and is not effective in promoting children's learning and development.

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

Staff work well with parents to ensure that children are settled. They obtain information from parents verbally and, in some cases, in writing, about their preferences and ensure they are cared for in line with home routines. Children, therefore, are happy in the setting and feel safe and secure. They have warm relationships with the staff.

Children are developing their understanding of risk as they play outdoors and are supported to use scissors in their activities. Good behaviour is fostered as children readily listen to adults and respond appropriately. They sit during snack time and are extremely polite, asking for things nicely and are encouraged to use 'Please' and 'Thank You'. Praise is used consistently and meaningfully at all times by staff which means children feel valued and their contributions are noted. This helps prepare children for the next stage in their learning within the pre-school or progression onto school.

Practitioners support children in the development of their self-help skills in the bathroom as they attend to their personal needs. Menus help children in developing a taste for a healthy diet as they are served crackers and fruit at snack time and are provided with hot meals in the school at lunch time. Their positive attitudes are developed further as they are encouraged to play outside in the fresh air and gain exercise. There are systems in place to record accidents and any medication administered. However, there are currently no staff that hold a current paediatric first aid certificate which compromises children's health and safety.

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

The registered person and most staff are trying hard to make changes to improve the early years provision. However, they have not attended training on the revised Statutory Framework for the Early Years Foundation Stage and have little understanding of the framework. Some do not have the appropriate skills and knowledge or a clear understanding of their roles and responsibilities which impacts negatively on children's learning. They are in the process of amending the policies and procedures and adapting the planning to reflect the changes. However, they are in the early stages and are not yet fully effective.

Staff have some opportunities to attend training, such as safeguarding children but have focused on getting the pre-school up and running. The committee and staff report that they feel unsupported within their roles. There are some systems in place to monitor and evaluate the provision in the form of self-evaluation but this is in the early stages of completion, it does not identify areas where the Early Years Foundation Stage requirements are not being met. Therefore, some requirements are not met to fully promote children's learning, health, safety and general well-being. Currently, staff and parents are not fully involved in this process to contribute their ideas and suggestions.

Whilst children engage contentedly with a suitable range of toys and activities these do not always provide an appropriate level of challenge. The procedures to monitor the education programmes are not effective to enable staff to monitor every child's progress. Consequently, the systems are not robust enough to fully support the learning and development requirements and improve outcomes for children.

Staff welcome parents and children warmly and are building sound relationships with them. A member of staff is always available at the door when they arrive to drop off or collect their child. Children develop confidence because staff are open and friendly. There are some systems to share information with other early years providers and professionals. However, these systems are generally informal and do not fully support a shared or consistent approach to children's learning or care.

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	EY434128
Local authority	Nottinghamshire
Inspection number	790909
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	20
Name of provider	Portland Place Pre-School
Date of previous inspection	Not applicable
Telephone number	01777 705 990

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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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