

Southfields Pre-School

Southfields Community Centre, Stanground, Peterborough, Cambridgeshire, PE2 8RY

Inspection date

18/12/2012

Previous inspection date

28/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children engage well in their learning as practitioners plan against their main interests, ensuring that activities encourage them to make good progress.
- Children develop confidence and self-esteem, as practitioners help them recognise their abilities through varied and unusual experiences and activities.
- Children who speak English as an additional language are very successfully supported, as staff learn key words in their first language and signage and resources further help them feel included and settled.
- Strong relationships with parents help children flourish, as the pre-school work hard to ensure there is a joint approach to children's learning and promote the importance of the home learning environment.

It is not yet outstanding because

- Practitioners miss opportunities to offer children explanations during outdoor play, and in focussed activities, which means they experience inconsistency in their learning.
- Children do not always benefit from a consistent approach to managing their unwanted behaviour, which does not help them understand what they have done wrong.
- Self-evaluation does not consider the views of staff, parents, children and carers sufficiently enough, in order to enable them to contribute to improvements.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outdoor area.
- The inspector held a meeting with the manager of the pre-school and spoke to children's key persons, as appropriate, during the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the pre-school, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also spoke with two parents on the day and took account of information included in the pre-school's own parent survey and self-evaluation form.

Inspector

Deborah Hunt

Full Report

Information about the setting

Southfields Pre-school was registered in 1969 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Southfields community centre in Stanground, Peterborough. The pre-school serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available

for outdoor play.

The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a level 2 qualification. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-olds. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's understanding of behaviour and the consequences of their actions by encouraging all staff to give clear and consistent explanations of why certain actions are not appropriate
- implement improved processes for self-evaluation in order to seek the views of staff, parents and children
- shape teaching and learning experiences by increasing the emphasis of adult interaction given to support children's learning during focussed activities and promote their language development by responding to their spontaneous comments.

Inspection judgements

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

Practitioners at this welcoming pre-school have a positive impact on children's learning and development. Children make good progress in relation to their starting points and ability, the length of time they have been at the pre-school and how often they attend. Practitioners gather useful information about children's care and learning before they start at the pre-school. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners know individual children well and planning is devised around children's main interests. This harnesses their interest and promotes children's good progress towards the early learning goals. The manager oversees this process for the staff team and, together with the deputy manager, provides them with effective support. This ensures the educational programmes deliver depth and

breadth across the seven areas of learning.

Practitioners understand the revised Early Years Foundation Stage and carry out regular observations of children. This enables practitioners to provide activities which reflect children's interests and enhance their learning and development. They engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. Very young children and those who speak English as an additional language are provided with very well considered, sensitive support. For example, a new, very young child is comforted and a practitioner fetches his teddy bear for him to cuddle. A child who has just returned from his home country is sympathetically supported to settle again and is soon engrossed in play with his friends. Practitioners engage with external agencies and parents to secure appropriate support for children with special educational needs and/or disabilities. All children are enthusiastic and engaged in their learning, and display the characteristics of keen learners.

Children enjoy an interesting range of experiences, which engage and challenge them. They relish the opportunity they have each day to take their learning outdoors and make a beeline for the door once they know they can go out. This encourages them to be active learners who enjoy being in the fresh air. A practitioner encourages children to make 'big, strong wipes' as they clean the large blackboard. They complete the task enthusiastically and join with the practitioner as they draw Christmas presents with the chalk and discuss shapes. They express delight in being active as they push each other around in wooden buggies and draw and make marks on held blackboards as they ride around. Children wait patiently at the top of the slide, as they wait their turn to go down it. They count each child as they go down and squeal delightedly when it is their turn. Children engage in imaginary play as they wait at the 'bus-stop' with their babies in buggies and board an imaginary train to go on their holidays.

Practitioners talk to children about the rocket, astronaut and planet pictures displayed on the fence and children draw pictures at the tables under the covered area. Children create a tin man following a child's interest in the well-known film. Inside, children explore the feel and texture of the green, red and glittery play dough, and experiment as they form different shapes with it. They proudly present their unique creations to the practitioner, who praises them for their efforts and discusses the shape and colour with them. However, at times, in both the indoor and outdoor areas practitioners miss opportunities to extend children's vocabulary and understanding. For example, a child who asks for support to make a watch, stands by as the practitioner does this for her. She is not encouraged to help, or provided with language to support her understanding of time or numbers, and the activity is not related to the clock activity it grew from.

Children learn about the rhythm of language as they recite familiar rhymes and sing Christmas songs in preparation for their Nativity play. They enthusiastically join in with the actions to hickory dickory dock, holding their hands together to perform the 'tick tock' motion. They learn about using different voice levels as they quieten their voices towards the end of the rhyme. Children's self-esteem and confidence is promoted as they volunteer to stand up in front of their peers at circle time and recite nursery rhymes. Practitioners offer children support and reassurance to enable less confident children to feel they can volunteer. Children learn to love books, as practitioners read with them and ask them

questions to extend their understanding. They create cosy spaces with low screens as they add fluffy cushions and cuddle up with a friend. Together they look through a favourite story book and 'read' to one another. Practitioners help children develop their understanding of nature and the seasons as they offer children an artificial snow activity and study autumn. They go for walks to look at trees and collect leaves and conkers and, on their return, create their own tree and leaves. This activity is extended when a conservation society brings in real hedgehogs for children to study. Children learn about mathematical concepts as they count backwards from ten to one during a story about launching a rocket. They routinely discuss shapes and compare weights and sizes in their play. Children's development in the prime areas therefore progresses well and ensures they are ready for the next steps in their learning and for school.

The pre-school develop close working relationships with parents and work hard to ensure parents are meaningfully involved in their children's learning. For example, during autumn, parents took walks with their children to collect conkers and autumn leaves. These were used to create the autumn tree display and parents took the opportunity to discuss their joint contribution with their children. Parents are offered the opportunity to see their child's progress in their learning journals regularly and to speak with their child's key person.

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

The small, friendly, cohesive team provide children with a safe and welcoming environment, which enables them to feel secure. Children form appropriate bonds and emotional attachments with practitioners, especially their key person. The warm welcome that is extended to children and their parents each day provides children with an easy transition from their parents' care. They are happy and engrossed in what they are doing as practitioners support them to take full advantage of all that is on offer. Routine risk assessments ensure that indoor and outdoor environments are safe. Children generally behave well but some instances of unwanted behaviour are not effectively managed. Clear explanations are not provided and children do not therefore understand what they have done wrong or feel supported. Children share toys, play cooperatively and show care and concern for one another. For example, a child who is upset is comforted by children who bring him toys and are clearly worried about his distress. Another child, who has made a watch at the craft table, shares it with a friend carefully putting it onto their wrist and doing it up for them.

Children develop independence as they learn to manage personal hygiene routines and put on and remove coats and shoes. They learn about mealtimes as they wash their hands before sitting down to eat together. They develop an understanding of mealtimes as social, interactive occasions as practitioners sit with them and they enjoy engaging in conversations. Practitioners use such opportunities to discuss healthy eating with children and encourage them to try new foods. They create a farm shop for children to explore healthy food options further and children enjoy tasting Brussel sprouts, carrots and parsnips. They transport the vegetables from the stall to their 'home', loading them into their wheelbarrows. For some children, this is the first time they have tasted a number of the vegetables. They explore their surroundings on trips to the local shop, where they

choose cooking ingredients and help pay for them. On their return they cook their own pizzas, adding healthy toppings they choose themselves. Children are offered varied opportunities to learn about risk and how to keep themselves safe. Practitioners remind them not to run, and to be careful when using large equipment, outdoors. They learn about road safety on trips out and when a policeman visits. They use traffic lights and a zebra crossing, which helps them learn how and where to cross roads safely.

Transitional arrangements are effective. The majority of children move up to the school on site and enjoy visits from the reception teacher. They visit the school in the summer term, prior to transfer, to become familiar with their surroundings. Practitioners work closely with the school to further ensure children are well prepared. They also liaise effectively with other Early Years Foundation Stage providers and schools that a small number of children attend or move on to. They share summary documents to ensure children experience smooth transitions.

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

The manager of the pre-school provides capable leadership to her team and is supported effectively by the committee. The committee provides sound business support, which facilitates the smooth running of the pre-school. This helps ensure that children are well cared for and their learning and development is promoted by skilful practitioners. The manager has a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Together with the deputy manager she oversees the delivery of the educational programmes. The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are implemented.

Practitioners are competently monitored, coached, mentored and supported by the manager. An established system of annual appraisals and supervision meetings ensures practitioners feel valued and supported. Continuous professional development arises from identified priorities and staff needs. Routine, on going renewal of core courses such as safeguarding and first aid help ensure practice remains current and thorough. Effective recruitment procedures ensure that only those suitable to work with children are appointed and a thorough induction process is in place for new employees and students. Children's safety is given high priority at the pre-school. Regular risk assessments are undertaken and are routinely reviewed. Children's demeanour shows they feel safe and secure in their environment and that they trust those responsible for their care. Practitioners have all undertaken the required safeguarding training and are aware of the procedure to follow should they have any concerns about a child in their care. Partnership working is effective and supports children who need additional input to make good progress in their learning and development. Support for children who speak English as an additional language is given especially noteworthy consideration. Signage around the pre-school shows children's first languages alongside the English and books and other resources help children feel included and welcome. Practitioners work closely with children's parents as partners in their children's learning and development. The links forged through the key person with parents ensure children learn effectively, help promote

effective communication and ensure children settle well.

Continuous self-evaluation ensures that action plans are formulated to address any changes necessary. However, the inclusion of parents, staff and children in this process is limited and does not enable the pre-school to accurately include their views. The manager has a clear overview of the pre-school and is clear about future priorities for improvement. This means educational programmes have sufficient depth, variety and breadth, provide challenge and meet the needs and interests of individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	260888
Local authority	Peterborough
Inspection number	818581
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	15
Number of children on roll	24
Name of provider	Southfields Community Playgroup
Date of previous inspection	28/06/2011
Telephone number	07550 942589

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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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