

Coldean Pre-School

Coldean Primary School, 12 Kenwards, BRIGHTON, BN1 9EN

Inspection date

Previous inspection date

19/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The effective leadership team shows a strong drive and ability to continually improve outcomes for children.
- Staff create a visually stimulating and welcoming indoor environment for parents and children. This helps children settle quickly.
- Children make good progress as they engage in a wide range of fun and interesting learning experiences indoors.
- Parents have many opportunities to be involved in their child's learning and assessment and help consolidate children's learning at home.

It is not yet outstanding because

- staff have not fully developed the outdoor area as an exciting learning environment that can be used to promote children's progress, for example, in helping them use their senses to gain an understanding of the natural world.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play room and outside learning environment.
- The inspector held meetings with the Head of the school and manager of the setting.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector checked evidence of suitability of staff.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Weaver

Full Report

Information about the setting

Coldean Pre-School opened in 2012. It is managed by Coldean Primary School and operates from a self-contained area in the school building. Children have access to a large playroom with an adjacent toilet area. The setting opens five days a week during school term times. Sessions are from 9am to 12 noon. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register. This inspection was in relation to the two year olds only.. There are currently 33 children on roll in the early years age range and, of these,. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language. The setting employs six staff. Of these, five of the staff, including the manager, hold appropriate early years qualifications. The manager has Qualified Teacher Status.

What the setting needs to do to improve further

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

- develop the outdoor area so that is a stimulating learning environment that supports children's all-round development and encourages children to use their senses.

Inspection judgements

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

Staff work effectively with parents to settle children. Staff carry out useful home visits to help establish children's starting points and interests. They use the information gained at these visits well to help meet children's individual needs. Key persons competently use the on-line observation and assessment system to track children's ongoing progress. They successfully identify learning priorities for each child and plan further suitably challenging activities for them. Key persons support children well and effectively narrow any gaps in their learning. As a result, children continue to make good progress in all the areas of learning in relation to their starting points. Children develop well in the skills they need to secure future learning. Parents have easy access to their children's learning records as they can view them on line. In addition, parents regularly meet with the key person to review their child's progress and next steps in their learning. These reviews include a robust progress check for children aged two years. This means parents are kept well

informed about their child's stage of development and how to support learning at home.

Staff interact well with children and extend their learning as they play. They effectively develop children's communication skills as they encourage children to talk about what they are doing. Staff provide plenty of opportunities for children to make choices and decisions about their play. Staff actively encourage children to initiate their own play, for example, when dressing up. This results in children developing good levels of independence. Children become independent learners as they happily explore and investigate the resources and safe environment. They develop good mathematical skills as staff support them in counting and learning to recognise shapes and numerals. Children become absorbed in activities such as creating models and making patterns in the dough. They skilfully use the rolling pins and cutters. Children show they are happy as they sing 'rolling, rolling' as they roll out the dough. They become fascinated with the marks they make with the tools and the end of the rolling pin.

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

Staff create an interesting and colourful indoor learning environment. They use the indoor environment and resources effectively to support children's all-round development and well-being. There is a broad range of good quality of resources and child sized furniture that children enjoy using. However, the outdoor area is less interesting and has a lot of hard plastic play equipment that lacks challenge. Staff are not making full use of the outdoor space for children to explore and investigate the natural world.

The effective key person system helps children feel settled, safe and secure. Staff also support children well as they move to the nursery and school. Children form strong emotional bonds with adults. They behave well and learn to share resources with their friends. Staff use good strategies when supporting children who have difficulties managing their feelings. They give children the care and attention they need. Staff build children's self-esteem by praising them and celebrating their achievements. Children proudly display their stickers when they do something well. They show good levels of self-confidence as they approach unfamiliar adults to show them their favourite toys. Children develop a good awareness of the importance of valuing and respecting differences through well-planned activities. For example, they learn about Chinese New Year as they do food tasting and make lanterns. Staff encourage children to share their home backgrounds with their friends.

Children develop a good understanding of how to manage risks through everyday interaction from staff. They also learn how to stay safe as they take part in fire drills. Children develop a good awareness of the importance of healthy lifestyles. They adopt good personal hygiene practices. They enjoy healthy snacks and help themselves to drinking water when they are thirsty. Staff give good support to children's developing awareness of what is good to eat and why. For example, they talk to children about how calcium in milk helps strengthen their bones. Children readily choose to play outside. They join in with a variety of physical exercise and learn to use their bodies in different ways.

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

The leadership team has a very secure understanding of their responsibilities with regard to meeting the safeguarding and welfare requirements. They implement rigorous recruitment procedures to help ensure staff are suitable to work with children. The leadership team has well established and effective systems for making sure staff continue to improve their knowledge and practices. Managers make sure staff have read and fully understood the comprehensive range of policies and procedures that help promote children's welfare. All staff attend safeguarding training so are clear about what to do if they have a child protection concern. Staff take robust measures to successfully identify and minimise risks to children. As a result, children move around the premises safely and independently.

Staff form strong partnerships with parents that contribute to meeting children's needs well. They keep parents up to date about their children's welfare. Parents make very positive comments about the setting. They like the friendly staff and feel well informed about their child's progress. They also comment that they feel the staff's help is 'invaluable'. The setting benefits from having easy access to other professionals, support workers and agencies. This means that children's needs are quickly identified and additional support secured for them to help them achieve.

The leadership team is skilled, knowledgeable and well-focused on meeting the learning and development requirements effectively. They rigorously review and monitor the educational programme to make sure it continues to meet children's needs. The leadership team has robust systems for evaluating the assessment process and identifying any gaps in children's learning. They accurately identify areas of weakness in the setting and take highly effective action to address these areas. As a result, the leadership team, with staff input, is making considerable improvements to the overall childcare provision. For example, staff make good use of training to implement fresh ideas such as creating an outdoor space for movement activities so that children improve their developing physical skills.

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 action. 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 | EY448544 |
| Local authority | Brighton & Hove |
| Inspection number | 888284 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 2 |
| Total number of places | 26 |
| Number of children on roll | 33 |
| Name of provider | Coldean Primary School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01273 294914 |

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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, which are usually the childminder's 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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