

Regents Park Pre-School

Tanners Brook Middle School, Elmes Drive, Regents Park, Southampton, Hampshire, SO15 4PF

Inspection date	18/07/2013
Previous inspection date	29/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 feel safe, secure and happy in the pre-school and arrangements for safeguarding the children ensure robust procedures are in place.
- The children are welcomed into a warm, friendly environment, where they are valued and included to ensure none are disadvantaged.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.
- An excellent partnership between the pre-school and parents ensures key information is shared between them.

It is not yet outstanding because

- Children are generally making good progress in communication and language. However, some children are not given the opportunity to express their views in group discussions or encouraged to listen carefully to others.

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.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Regents Park Community Pre-School is a committee managed group and registered in 1989. The pre-school is situated in the grounds of Tanners Brook School in the residential area of Regents Park in Southampton. It operates from a large play room and has access to an enclosed outdoor play area. It serves the local and surrounding residential areas. There are currently 64 children in the early years age group on roll. The setting receives funding for early education for two, three and four year old children. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The pre-school operates Monday to Friday 8.45am to 11.45am and 12.30pm to 3.30pm during school term times. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are nine staff employed to work with the children, all hold appropriate early years qualifications. The pre-school receives support from the local authority and has established links with the schools in which it is based.

What the setting needs to do to improve further

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

- provide opportunities for all children to take part in group discussions, to give their views and ideas, and encourage all children to listen carefully to others.

Inspection judgements

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

Children are secure, happy and settled in a welcoming setting that offers a wide variety of resources and play opportunities. The environment provides children with good opportunities to choose their play materials and follow their individual learning styles. The quality of planning for all children is good; each child receives an enjoyable, challenging experience across all areas of learning. Observations are documented within each child's learning record and clear tracking sheets show the progress each child is making.

Children's independence is promoted well; they are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. The staff team promote children's development through an excellent balance of child-led play, adult led activities and interesting resources. Children are developing good communication skills and chat happily to both one another and to adults. However, children have not developed as well with their listening and attention skills. During group

discussions too many children talk at once and not all children are given a chance to talk. This means some children cannot express their views and do not always learn to listen to what others say or respond to simple instructions. Children enjoy playing in the outside play area, which has a range of exciting resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. The children particularly enjoy digging and looking for worms, and playing in the water. They are supported well by staff and are also able to climb and practise a range of movements in safety.

The pre-school has implemented the required progress check for two-year-olds. Parents are kept well informed about the life of the pre-school via the notice boards and through daily chats to staff. They are invited to regularly comment on their child's progress. They know their children make good progress.

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

The pre-school has an effective key person system in place to help children settle and form secure emotional attachments. Children are supported well by staff and as they become confident in their daily routines. The pre-school is organised to provide a stimulating learning environment, with colourful resources and access to areas where children can explore freely. Children are learning to take responsibility for their own personal needs through the everyday routines. They are encouraged to, and can independently, access the bathroom and know to wash their hands following a visit to the toilet or before eating. Children enjoy fresh air and exercise daily as they use the outdoor environment throughout the session, all year round. Children are developing relationships with each other and interact well together throughout the setting. They know what is expected of them and are confident to make their own choices and decisions.

The pre-school has effective systems in place for behaviour management. Children's behaviour is good and all are learning to share and take turns. They are developing positive relationships with each other and the staff. Good procedures are in place for a smooth transfer for children moving to school. Parents are kept informed throughout the process to ensure they know what is happening. They are also invited to attend their child's graduation ceremony when they leave. Staff liaise with the various schools children will transfer to for the children due to start school to aid a smooth move for each child. Staff help the children to develop the skills needed for school. These are designed to help ensure a smooth transfer, consistency of care and learning and reassurance for each child.

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

Parents and children are welcomed into a warm and friendly setting, by staff who meet children's welfare and learning needs with success. Children's care and safety are promoted well. Staff have a good understanding of the procedure to follow if they have a safeguarding concern. Some staff have attended training and share updated knowledge and awareness of safeguarding strategies at regular staff meetings. All staff are aware of

their roles and responsibilities in keeping children safe from harm. There are robust recruitment and vetting procedures in place to ensure the suitability of staff and committee members, and very good security measures and collection procedures in place to ensure children are kept safe at all times. All staff take responsibility and use vigilance and risk assessments to check children's health and safety is maintained inside the pre-school, as well as outside. Systems to self evaluate the pre-school provision reflect its strengths and any areas for development. Children are provided with an inclusive environment and learn about valuing each others differences and the setting promotes equality and diversity well. Children, including those with special educational needs and /or disabilities or who are learning English as an additional language, are well supported and make good progress.

The very good partnership between the pre-school and parents ensures all relevant information is shared between them. Parents are kept informed about daily routines, and activities through notice boards, talking to staff, parents meetings and are able to join a parent committee. Parents express confidence in the high standard of care, communication and their children's preparation for the future. They feel very welcomed into the pre-school and are extremely happy with the progress their children are making. The information available to parents means they are kept fully informed about pre-school life and their children's progress. The links with other providers for children who attend more than one setting are in place and effective to ensure there is continuity in the children's care and learning.

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 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	131554
Local authority	Southampton
Inspection number	923195
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	62
Name of provider	Regents Park Pre-School Committee
Date of previous inspection	29/09/2010
Telephone number	023 8070 3571

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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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