

High Street Pre-School

High Street Primary School, High Street, Stonehouse, Plymouth, Devon, PL1 3SJ

Inspection date

18/09/2013

Previous inspection date

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

- Staff establish strong partnerships with others, to robustly support children's individual care, learning and development needs.
- Children are cared for in a safe, stimulating environment and benefit from an effective programme of activities, which promote all areas of learning and development.
- Children become familiar with the premises and staff, which contributes to smooth transitions when children move from nursery into school.
- Staff continually reflect on the needs of the children and evaluate the effectiveness of the provision, they demonstrate a clear capacity for ongoing improvement and development.

It is not yet outstanding because

- Although staff have good knowledge of children's backgrounds, they do not always extend the opportunities, in partnership with parents, to promote inclusion, communication and diversity.
- Staff provide information for parents about the school nursery, although this does not clearly define differences in the care of the younger children, and the nursery education for children over the age of three years.

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 children in their activities.
- The inspector had discussions with staff and parents.
- The inspector looked at children's development records.
- The inspector had a meeting with the nursery teacher and head teacher of the school.

Inspector

Julie Wright

Full Report

Information about the setting

High Street Pre-school registered in 2013. The pre-school operates from rooms within the Foundation Stage unit at High Street Primary School, Stonehouse, Plymouth, Devon. Children have access to a fully enclosed outdoor play area. The pre-school is open each weekday from 9am to 12 noon and 12.15pm to 3.15pm, term time only. The pre-school is registered on the Early Years Register. Care is available for children aged from two to three years. There are currently eight children on roll. The pre-school receives free early education funding for children aged two years. There is a key person employed to work with the children aged two to three years. The key person has Early Years Professional Status. The pre-school children are integrated within the school nursery, which has six staff. Of these, hold early years qualifications, including a qualified teacher. All staff work together to support the care of the younger children.

What the setting needs to do to improve further

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

- develop more opportunities to involve parents in promoting the use of home languages and help all children to learn about and respect difference
- strengthen the effective partnerships with parents through improving the information available about the provision of childcare for children aged between two and three years.

Inspection judgements

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

Staff observe, assess and plan for children's individual progress. They compile summary reports for parents, which include the required progress check for two-year-olds. Staff have regular discussions with parents and seek additional support for children when needed. For example, they promptly refer children who need help with their speech and language development. Staff provide information and resources for parents to promote learning at home. For example, families borrow 'Story sacks' and learn songs and rhymes, to repeat with children. Staff invite parents into the setting, so they can observe staff working with children and learn about different types of activities. There is an information pack for parents about the foundation unit. However, this does not clearly set out specific information about provision of care and education for the different age groups of the children. Parents complete registration forms and tell staff about their children's

backgrounds. They include details of individual needs, culture and language. However, staff do not always consistently seek or encourage use of key words in children's home language. The two-year-olds follow the routines of the nursery children. They learn where to put their coats and bags, which helps to develop independence skills. As children settle and gain confidence they move around and select toys or activities that they want to play with. For example, children pick up dolls and soft toys, noticing the clothes they are wearing. They show a member of staff who interacts with them by asking questions and using descriptive words. This encourages children to copy, which promotes language development.

Children learn to sit and listen in age-appropriate activities. For example, they look at pictures in a book and follow a sequence of pictures. Staff tell short stories, then gradually increase them to extend children's concentration and interest. Children begin to interact, repeating words or phrases during a story. Staff are aware of children's preferences and interests, which they take account of to promote individual learning. For instance, some children sit for longer periods with visual aids during an activity, such as, at the interactive whiteboard. Children watch the screen and join in when they recognise popular songs and characters. Staff provide opportunities for children to explore freely and take part in small and/or large group activities. They help to prepare children for their future learning and experiences. Children find dough at a table and happily 'squidge' it between their fingers. They notice the texture and realise that it can change form, for example, when they use tools and equipment to poke and press it. Staff make sure that resources are accessible for children to reach. They place trays of paint, paper and rollers on a table. Children know to wear an apron and then eagerly begin to roll different patterns across their paper. They ask for their name to be written on the paper, which is a basis for them to gradually learn that letters form words.

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

Staff offer the option of home visits before children attend, to meet with them in a familiar environment and find out about their needs. This helps to develop secure relationships and encourages children to settle-in. Children and parents get to know the key person, which promotes consistent care so children feel secure. Staff encourage parents to stay with children as a gradual settling-in process. Staff comfort and nurse distressed children, offering individual attention and reassurance. They are patient and caring towards children, which helps children to settle. Staff manage children's behaviour with age-appropriate positive strategies. For example, they distract children from unwanted situations and remove them from any conflict. Children respond well to being taken to a quiet area, to read or play with toys with a member of staff.

Staff provide support to the younger children to meet personal care needs. For example, they change nappies and help to promote potty or toileting skills. Children learn good hygiene routines as they begin to understand about having 'clean hands'. They readily choose to have a snack and a drink when they want one, some returning for more, so they feel content. Staff promote learning at snack time as they help children to develop independence skills. For example, they provide small individual jugs, which are easier for

children to manage as they learn to pour drinks. There is an option of a school meal or for parents to send a packed lunch, if they want children to stay for lunch. Staff work above minimum ratios so they provide close support to children at mealtimes. They teach children social skills, such as sitting at the table and saying 'please' and 'thank you'.

The two-year-olds stay for a maximum of three hours, so they do not usually need to sleep. Staff make suitable arrangements in the event of children wanting to sleep or feeling unwell. For example, they create a quiet area and contact parents when necessary. Staff supervise children and help them to learn safe boundaries. For instance, children learn to use the handrail on the steps outside, until they develop confidence, competence and coordination. Children enjoy the freedom to go outside to play when they want to. Staff help them with coats, so they remain warm and dry. Children learn about the weather as staff talk about the conditions and temperature. There is a good range of outdoor toys and equipment to promote children's interest and learning.

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

The school nursery is well established and under a new initiative, recently registered to provide care for children aged between two and three years. The post-registration inspection focused on the care of this particular group of children. A key person has been employed with specific responsibilities for the younger children. There is a clear leadership and management structure in place, from the governing body. This includes effective systems for induction, appraisals and supervision of staff. Vetting and recruitment is robust to assess that suitable persons work with children. Students and volunteers understand that they have limited responsibilities in the care of children. They work under direct supervision of staff to safeguard children's welfare. Within the nursery there are suitable qualified and experienced early years staff, who take equal responsibility to share the care of all children present. For example, they help provide individual attention to children, to meet their needs. This promotes continuity of care for the younger children because they know other staff, in the event of the key person not being available. All staff have a good understanding of the policies and procedures that promote children's health, safety and well-being. They have secure knowledge of the Local Safeguarding Children Board procedures, to effectively protect children. Staff actively seek help and support for children and families, to keep children safe and help them make consistent progress. Staff work closely with other agencies, such as health visitors and child development workers, in order to assess and plan for children's individual learning.

Staff are conscientious about safety for children and provide good levels of supervision. For example, they thoroughly check the outdoor play area and remove any hazards before children play out. Staff securely meet the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They are aware of children's individual and specific needs, such as health and dietary requirements, so they care for children well. Since they began caring for younger children staff have continued to monitor and assess the impact for all children. They limit the number of younger children at each session to four, to make sure that they can meet

individual needs. Staff continue to amend and adapt the sessions, to monitor their effectiveness. For instance, they considered and reviewed the use of a base room for the two-year-olds. Staff attend relevant training to develop their expertise and raise awareness. For example, they go on courses about younger children's development, safeguarding, and communication and language. Consequently, staff demonstrate a good capacity for further improvement. Staff build warm and trusting relationships with parents. At inspection parents provide positive feedback and have high regard for the nursery provision. They comment on the benefits to themselves and their children. For example, parents say that their children like to play, be with others and that their speech develops.

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	EY458808
Local authority	Plymouth
Inspection number	910732
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	8
Number of children on roll	8
Name of provider	High Street Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01752 225649

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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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