

Portland Place Pre-School

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

Inspection date	11/10/2013
Previous inspection date	16/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Practitioners work well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As result, children are settled, happy and supported well in their care, learning and development.
- Children are motivated and enthusiastic in their play. They explore and investigate with enthusiasm. This is because practitioners plan activities that build upon children's interests and are attractively presented enticing children to have a go.
- Effective partnerships are in place with parents. Information is exchanged in various ways helping parents keep up to date regarding their child's progress in their learning and development and general events within the pre-school.
- Children are supported sensitively during transitional times in their learning. The key person and practitioners communicate effectively with parents, other practitioners and teachers to identify and plan appropriate activities to help children settle and move on to their next stage in their learning.

It is not yet outstanding because

- There is scope for children to have more uninterrupted time to play and explore, or to become deeply involved in activities. This is with particular regard to the impact that the structured snack time has on their enjoyment.
- There is scope to maximise children's learning by increasing the range and accessibility of activities and resources outside, such as exploratory and natural resources.

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 spoke with the manager, chair of the committee, practitioners and interacted with children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, practitioners records including qualifications, suitability records, planning documentation, self-evaluation record, complaints records and sampled written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Portland Place Pre-School was registered in 2012 on the Early Years Register. It is situated in purpose-built premises in Sutton cum Lound primary school and is committee run. The pre-school serves the local area and is accessible to all children. It operates from a designated classroom within the school and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 1pm on a Monday and 9am until 3pm for the rest of the week. Children attend for a variety of sessions. There are currently 17 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- review the way snack time is organised to prevent children being interrupted in their play and to encourage their interest and sustain their enjoyment
- increase the range of activities and natural resources in the outdoor learning environment to enhance and complement children's already good exploratory skills inside.

Inspection judgements

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

Children are making good progress in their learning and development. This is because practitioners plan play that is pertinent to individual children while building on their individual interests. Practitioners undertake regular observations, which are assessed to ensure children's next steps are clearly identified. They value the input from parents from when the child first starts and maintains this till the child moves on to their next stage in their learning. An 'All About Me' file is shared with parents keeping them up to date with their child's progress supported by discussions. Furthermore, written summary sheets provide parents with activities to support their child's learning at home. Practitioners also work closely with schools and parents, helping prepare children to be ready for their move on to school. For example, the Foundation teacher visits the pre-school to read stories and then children also visit the Foundation unit to listen to more stories as a way for them to

become familiar with story time in their new environment.

The quality of teaching is good. Practitioners use their skills effectively to engage with children and enhance their language and communication skills by asking them open-ended questions. They also ensure children are given plenty of time to respond. For example, during a messy play activity, practitioners encourage children to express how the differing textures feel in their hands. Children confidently use words, such as 'squelchy' while they manipulate the textures between their fingers. Children show good levels of concentration during various activities. For example, children develop their small muscle skills as they attempt to use scissors while cutting paper. They persevere, showing great determination as they become deeply involved in the activity. However, their play is interrupted on this occasion because practitioners remind children snack is ready. As a result, children leave the activity and end up not achieving their initial task of developing their scissor control skills.

Children enjoy circle time on the mat. They particularly enjoy story time because practitioners are skilful in engaging them by the way they tell the story. Practitioners ensure all children have the opportunity to contribute, such as counting objects and feeling the differing textures in the book. The activity extends to singing and because practitioners are well-prepared children are enthusiastic to join in. Props are successfully used to help children enhance their mathematical skills while they sing counting rhymes. For example, toy cakes are used to help children count and subtract during the rhyme. Children enjoy the activity so much they undertake it again consolidating their mathematical skills. They have good opportunities to make marks. Children use crayons and pencils, chalk on the floor outside as well as make marks during messy play activities. They clearly form letters, such as 'e' and 'j'. They talk about other words beginning with these letters demonstrating their good literacy and speaking skills.

Outside, children use their large muscle skills well. Children show great control as they manoeuvre scooters and two wheel bikes around their friends without bumping in to them. Children enjoy imaginative games and cooperate well during 'What time is it Mr Wolf?' They take turns in being the wolf while their friends shout out the question. The pretend wolf shouts back numbers on the clock and then chases children. Children have fun, squealing as they run away but soon return to have another go. Overall, children are progressing well because practitioners have a good understanding of how children learn through play. Practitioners are skilful in implementing the Statutory framework for the Early Years Foundation Stage into their practice ensuring children's all-round needs are successfully met.

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

Practitioners promote children's well-being by being warm and caring while developing secure attachments with them. The key persons know their children well and speak warmly about children. The key person system works well. For example, the key person understands the importance of establishing close links with parents to gather useful information about the child before they start at the setting. This enables the key person to plan pertinent and relevant play for individuals to help them settle. Furthermore, children

are supported sensitively during transitional times in their learning. The key person and practitioners communicate effectively with parents, other practitioners and teachers to identify and plan appropriate activities to help children settle and move on to their next stage in their learning. For example, at lunchtime pre-school children move in to the school hall to have their lunch with school children. This helps them learn what is expected of them, enhance their table manners and develop their self-help and independence skills by clearing away their own plates.

Children's behaviour is good. This is because the practitioners are good role models and clearly explain the boundaries and expectations of the pre-school in a fair and consistent way. Children are praised on the smallest of achievements, which enhances their self-esteem and confidence. The pre-school is welcoming to children. Toys and resources inside are in a good state of repair and are presented attractively, encouraging children to have a go, explore and investigate. However, outside these are less inviting to entice children further, in order to complement what they have access to inside. The pre-school promotes an inclusive environment for all. For example, positive images of other's similarities and differences are represented in books or small world characters for children to access. This enables children to enhance their awareness to the wider world and communicate with one another, through play and sharing books.

Children are offered plenty of fresh air and exercise, which forms a daily part of their routine. There is direct access from the pre-school room to a designated outside area as well as the school playground and field. Children have fun while they develop their large muscle skills and benefit from the fresh air and exercise. Practitioners promote children's learning about being healthy and keeping safe by involving children during daily experiences. For example, children help prepare the table for snack time and understand that by cleaning the table with anti-bacterial solutions they are stopping germs from spreading. Before children go outside, practitioners carefully remind children about the weather conditions and how to keep safe. For example, they talk about the surface being slippery and when riding the trikes and scooters to be careful with their friends. This helps children learn about taking responsibility for their own safety and that of their friends. Children look forward to snack and lunchtimes. They are offered a good range of healthy and well-balanced diets as agreed and discussed with parents.

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

The overall self-evaluation works well. Significant improvement has been made since the last inspection with all previous actions and recommendations successfully met. As a result, children are benefiting very well and all requirements for the Statutory framework for the Early Years Foundation Stage are met. For example, the manager, practitioners and committee members have worked hard to ensure children's learning and development is key to them making good progress in all areas of their development. Robust planning is in place to ensure play is provided, which is pertinent to individual children's interests and their next steps in their learning. Furthermore, the manager securely understands the importance of ensuring that the educational programmes are closely monitored to make sure that children are provided with a varied and challenging range of activities and

experiences. She achieves this by overseeing the practitioners while supporting them in delivering a quality service for children and their family. As a team, they regularly reflect on the activities that are provided to ensure they meet the ongoing and changing needs for all children and that children remain interested. Also, practitioners welcome ideas and suggestions from parents to help improve the learning outcomes for children. This is achieved by discussions on a daily basis and parents' evenings.

The safeguarding of children is good. Practitioners have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. A clearly written policy covers requirements in the Statutory framework for the Early Years Foundation Stage. For example, the action that is taken regarding the use of mobile telephones and cameras in the pre-school. Furthermore, effective recruitment, induction and performance management of practitioners, overseen by the pre-school committee, ensures the suitability and performance of all practitioners working with children is of a good standard. For example, robust suitability checks are undertaken to ensure all practitioners and committee members are suitable to work or be with children. All practitioners hold appropriate childcare qualifications as well as first aid and food hygiene. This ensures that children's immediate health, care and learning needs are met efficiently. Risk assessments are carefully undertaken to ensure all areas inside and outdoors are safe for children to access. Practitioners work well as a team and deploy themselves effectively. They oversee children's overall needs while maintaining adult to child ratios efficiently both indoors, outdoors and when on outings.

Practitioners work well with other agencies, such as local authority professionals regarding improving planning of play and the observation and assessment of children. As a result, children progress well in their learning and development because practitioners are more sharply focused in their tracking and monitoring of children. Additionally, children are also closely monitored should they have any emerging concerns because practitioners understand and value the importance of referring on such concerns sensitively. Effective partnerships are in place with parents. Information is exchanged in various ways helping parents keep up to date regarding their child's progress in their learning and development and general events within the pre-school. For example, parents' evenings and the introduction of a home/pre-school diary ensures all those involved with the child are kept informed of what children have played with, what they have achieved and what plans are in place for their next steps.

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	EY434128
Local authority	Nottinghamshire
Inspection number	891749
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	17
Name of provider	Portland Place Pre-School Committee
Date of previous inspection	16/10/2012
Telephone number	01777 705 990

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

