

# Nightingale Community Pre-School

Pavilion On The Park, 1 Kingfisher Road, Eastleigh, Hampshire, SO50 9LH

<b>Inspection date</b>	10/10/2013
Previous inspection date	27/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff have a good understanding of how children learn and the requirements of the Early Years Foundation Stage.
- Staff include children's interests in the planning of activities. This helps to ensure that children are motivated and enthusiastic learners.
- Staff know the children well and use many opportunities during free play to encourage them to make good progress in their learning.
- The positive relationships with parents support the children's development. Effective information sharing from the start helps to ensure that staff are able to successfully meet children's needs.

### It is not yet outstanding because

- Occasionally, some focused activities do not fully engage all children, to help them get the most from these times.
- Staff miss a few opportunities to promote children's early writing skills; for example, children are not encouraged to make marks or write their names on their art work.

## 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 spoke to parents, children and staff at appropriate times during the inspection.
- The inspector observed the interaction between the staff and children.  
The inspector sampled a range of documentation, including observations and
- assessments undertaken on the children, accident and medication records, and evidence of staff suitability.
- The inspector undertook a joint observation with the manager.

## Inspector

Amanda Shedden

## Full Report

### Information about the setting

Nightingale Community Playgroup opened in 2008 and operates from a room within The Pavilion on the Park, Eastleigh, Hampshire. Children have access to an enclosed outdoor play area. There is complete disabled access to the premises and the associated facilities.

It is open each weekday during term time from 09.15 to 11.45 and 12.30 to 15.00. Children may attend over the lunch period from 11.45 to 12.30. Children attend a variety of sessions including morning or afternoon with or without the lunchtime session, or all day.

The playgroup is registered to care for a maximum of 26 children aged from two years in the early years age range. There are currently 64 children on roll in this age group. This provision is registered by Ofsted on the Early Years Register. The setting provides funded early education for three- and four-year-olds.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2.

### What the setting needs to do to improve further

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

- review the organisation of some group activities, to help all children to be fully included at these times
- enhance opportunities for children to practise their early writing skills, for example by encouraging them to make their mark or write their names on their artwork.

## Inspection judgements

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

All children are making good progress in their learning in relation to their starting points. Staff spend time observing and tracking children's learning, and make plans for focused activities to help the children progress. Regular assessments are made on the children, which help to identify any learning needs. As a result, children are obtaining the skills, attitude and dispositions they need to be ready for school or the next stage of their learning. The assessments are also used to inform progress checks for two-year-old children, which are shared with the parents.

Staff plan many worthwhile activities to undertake with the children, which offer them experiences across all areas of learning. In addition they incorporate the children's interests, to provide a wide range of interesting and challenging experiences. Staff interact effectively with the children as they take part in activities; they ask open-ended questions to encourage them to think and contribute their knowledge. Each day staff plan focused activities to undertake with their key children. Overall their positive interaction at these times helps to promote children's learning and development. Some children have short, language-focused activities, which help to develop their communication and language skills. These activities are well thought out and appropriate to the different stages the children are at. However, occasionally, the focus of some activities is not suitable for all the children in the group, meaning that not all are fully included at these times.

Children engage in activities that support their knowledge of the changing world. They visit the local park and collect collage materials to create an autumn mural. They talk about the different animals and the changes to the leaves. Children enthusiastically paint hedgehogs to go on the display and staff promote discussions about different features of the animal. Although children are encouraged to make their mark or write their name at the writing table, staff miss some opportunities to extend this to other activities, such as labelling their art work.

Children's physical skills and confidence are promoted well in the outdoor area, on a daily basis. Staff engage children well in interesting activities outside; they effectively use spontaneous experiences to give them the opportunity to solve problems and think critically. For example, during the inspection, the children carried planks and started to create their own obstacle course. Staff engaged them in interesting conversations, which enhanced the activity. They supported the children to discuss how to position the planks and how to balance them, while making them safe to walk on. Children enjoy stories; they sit on the cushions outside, and look at books by themselves or ask staff to read to them. The positive interaction from staff encourages children to look carefully at the pictures and talk about the different things they identify in the stories.

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

Children are happy, confident and settle very well because staff have a thorough knowledge of their individual likes, needs and routines. Children display very good levels of confidence and self-esteem. They behave in ways that show they feel secure and have a strong sense of belonging to the pre-school. This is due to the effective key person system, which supports them very well to form trusting relationships with the staff. Consequently, their physical and emotional well-being is effectively supported. For example, children who feel a little anxious on arrival happily go to staff for reassurance and cuddles. They very quickly regain their confidence and go to play with their friends. This support helps children gain confidence and prepares them for their next stage in learning.

Children behave well and are clearly aware of the rules of the pre-school. Children who

momentarily forget them are asked to recall them and why that rule is in place. This enables children to think and understand why they must not, for instance, run indoors. Children proudly show off their stickers they have earned by helping to put the resources away. They learn about keeping themselves safe during activities; for example, they know to move out of the way when children are jumping off the climbing frame. In the home corner they get oven gloves to remove 'hot' things from the oven. The positive discussion with staff builds on their understanding of staying safe.

Children are independent in their self-care skills, taking themselves to the bathroom when they need to. They choose when to have a snack, washing their hands beforehand in preparation. Children are building on their physical skills as they try and then succeed in using tongs to help themselves to the fruits and vegetables that are on offer. They successfully pour their own drinks, choosing from water or milk. Children are learning about foods that are good for them through discussions and activities. They tend to the tomatoes they have planted in the garden and then eat them for their snack once they are ripe.

Children have access to a wide range of good quality resources both indoors and outside. The resources are rotated regularly to reflect the children's interests and support the themes the pre-school has planned for. Once all the children have arrived they can move freely between the garden and play room. Both areas have resources that reflect the areas of learning and help promote children's progress.

Staff value the importance of working together with other early years settings that children attend, and there are effective systems in place to support this. Transitions into the pre-school and onto school are positive. Teachers from the local schools are invited in and staff share information about the children to help support continuity. Staff spend time at the main feeder school during the children's school visits to help children settle.

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

All staff have a very secure knowledge of the requirements of the Early Years Foundation Stage. The staff team members have good knowledge of the correct procedures to follow should they have a concern about the welfare of a child, and a thorough policy is in place to support their practice. They implement and review all policies and procedures consistently to create an environment that is welcoming, safe and stimulating. Risk assessments are thorough and the detailed records held are reviewed frequently to ensure children are kept safe both indoors and outside.

The staff team has good knowledge of the areas of learning and understands how children learn. The educational programmes, planning and assessment systems are effectively monitored to ensure a broad range of experiences for every child, and that all staff are supported in their role. Induction and performance management systems are robust and through regular performance reviews and annual appraisals, the manager effectively monitors the ongoing suitability of her staff team. There are systems in place to support

the ongoing evaluation of the provision, and children, staff and parents are asked to contribute their thoughts. Development plans are created and acted upon, to continually improve the outcomes for the children.

Partnerships with parents are a strength of the pre-school. Parents are very complimentary about the staff and the welcoming atmosphere of the pre-school. Parents that were spoken to at the inspection said their children are very happy, settled and thoroughly enjoy themselves at pre-school. Staff work very closely with parents from when their child first starts to find out what they can do and what they are interested in. Parents are fully aware of their child's progress, and with staff decide together their child's next steps in learning. There are good systems in place to encourage parents to share their child's experiences and continue their child's learning at home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY368420
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	838074
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Nightingale Community Playgroup Committee
<b>Date of previous inspection</b>	27/03/2009
<b>Telephone number</b>	07503386315

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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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