

Somerset Road Pre-School

Portswood Primary School, Somerset Road, Southampton, Hampshire, SO17 3AA

Inspection date

27/02/2014

Previous inspection date

17/11/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not identify all hazards or take effective measures to reduce all hazards so children can play safely.
- Management do not have rigorous procedures in place to check that all new staff are suitable to work with children.
- Management do not ensure there is always a member of staff present who is qualified in paediatric first aid to attend to children's injuries correctly.
- Children do not have access to drinking water other than when they are eating or when the weather is warm, so they may become thirsty.
- There is inconsistency in the use of assessment. As a result a true picture of where children are in their learning is not obtained. This leads to weaknesses in planning that affect how well children are supported in their learning and development.

It has the following strengths

- Staff plan a varied and interesting range of activities to incorporate all seven areas of learning.

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 observed activities inside, outside and in the environmental area.
- The inspector had discussions with some parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, staff records, risk assessments and policies and procedures.

Inspector

Jill Steer

Full report

Information about the setting

Somerset Road Pre-school is run by a voluntary management committee and it opened in 1979. It operates from one room in Portswood Primary School in Southampton, Hampshire. Children have access to an outdoor play area. The pre-school is open during term times from 9.15am to 3.30pm every Monday, Wednesday and Friday and from 9.15am to 11.45am, with an optional lunch club until 1pm on Tuesdays and Thursdays.

There are currently 40 children aged from two years to under five years on roll. Children attend for a variety of sessions. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. One member of staff has achieved Early Years Professional Status and one has achieved Qualified Teacher Status. The pre-school provides funded free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

assess the risk to children's safety and identify how the risk will be removed or minimised; this is with particular regard to the school's environmental area, the climbing frame, the outdoor area and the pre-school itself

demonstrate that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present

ensure that a current enhanced Disclosure and Barring Service (DBS) check is obtained for all staff.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children can help themselves to fresh drinking water whenever they want
- ensure assessments clearly identify children's level of achievement and identify relevant next steps that will help them progress in areas where they are achieving less well

Inspection judgements

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

Staff plan interesting activities for children, such as going out to the environmental area to look for hidden paper rockets and aeroplanes. They encourage children to walk round looking at the trees and bushes to gather as many as they can. Staff use every opportunity to use numbers and count, asking children how many they have found. Some children say they have, 'three; no I mean 18'. Staff use mathematical and positional language such as, 'too many' and 'underneath', as they encourage children's searching. Children enjoy being creative and some spend long periods at activities, such as painting on the table with a large roller. They ask for the colour they want to use and proudly announce, 'look, it's orange; I'm making orange!' as they mix the red and yellow paints together. Staff bring all the children together for group activities such as looking at the letter of the week. Children bring in items from home to share that relate to that letter, such as goggles, glasses and a golf ball when the letter is 'g'. Children enjoy story and singing sessions together. Staff read the story with enthusiasm and expression. They make it interesting and explain aspects of it for clarification such as, 'I wish I could fly'

and, 'look he's getting a bath, he's all clean'.

Parents are involved in children's learning from their first day when they complete a 'unique child' booklet about things the children like to do and what they can do. The child's key person then observes the children so they have a basis to start planning for the development of that child. Each term the key person assesses children's progress to identify their stage of development and plans the next steps in their learning. For children who are two-years-old they also have a progress check completed by their key person to identify areas they may be progressing less well. Staff review this information, as well as their assessments of children as part of the 'Every Child a Talker' programme. However, the two different assessments do not always match in their findings and the next steps staff identify do not always relate to the areas where children are progressing less well. Therefore staff are not always planning effectively to challenge children so they make good progress in all areas of learning.

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

The one room the pre-school uses is homely and welcoming so children settle well and feel safe. They form very good relationships with their key person and the whole staff team, so they are happy and confident to approach any member of staff. All staff are very calm and supportive but are not consistent in how they enforce rules for children's safety. For example, some staff let children play in the cordoned off part of the environmental area deemed unsafe in inclement weather. Others say they do not permit this. Some staff allow children to use the climbing frame while holding toys. The risks of such actions compromise children's safety and well-being. It also means that children are not educated about hazards so they can learn to judge for themselves when to take some risks and still be safe. Staff supervise children adequately most of the time and join in their play supportively. For example they direct the flow of tricycles and cars around the car tyres outside, turning the traffic lights to amber and red for them to stop. However, children prefer to turn it back to green so they can keep moving. Children can play outside when they choose so those children who prefer to be active can do so in the fresh air.

Children eat healthy snacks prepared for them by staff. However, they only have drinks with snacks and lunch as staff do not provide water in between. This means that children are unable to have a drink if they get thirsty during their active play outside. Children's behaviour is good and staff are good role models for courtesy and being considerate. The structured sessions help children learn the order of events so they know what is happening next. Staff organise some sessions for children to choose exactly what they want to do and they help themselves to the wide selection of resources independently. Other activities include all children in a large group so they learn to take turns and become confident speaking in front of others. For example, as they answer to their name when the register is called or suggest which weather symbol is needed to be displayed that day. The group sessions and routines help children prepare for being in a class when they start school. Teachers from the school come in to read stories so they can get to know the

children in readiness for the children's move to school.

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

All pre-school staff complete on-line safeguarding training so they know what signs to look for that indicate a child is at risk. The comprehensive safeguarding policy advises staff of the procedure they are expected to follow to address any concerns they have to protect the children. This inspection took place following notification of an accident to a child using the indoor climbing frame. The inspection has found that the provider is in breach of a number of safeguarding and welfare requirements of the Early Years Foundation Stage. The management and staff do not conduct risk assessments of the premises or outside area to identify any hazards that they could remove to make sure the environment is a safe place for children to play. The use of the slide has not been effectively reviewed and although staff supervise its use they allow children to engage in unsuitable play while using it. There is also inconsistency in the safety messages children receive. There is no evidence that any staff working with children have completed a first aid course and this has the potential to impact on how any injuries are dealt with. Most staff have relevant early years qualifications and the management expect them to continue to develop their knowledge through continuous training. Staff have individual supervision sessions with the management and their professional development needs are discussed. Regular staff meetings provide opportunities for staff to discuss practice issues, share ideas and support each other.

Staff develop good partnerships with parents who speak highly of the pre-school. They are very happy with how well their children settle in and the range of activities the children experience. They say they receive lots of information about what the children are doing and all the policies are available on the pre-school's website for them to refer to. Parents regularly help out in the pre-school so see first hand what the children do, which often results in them becoming an employed staff member. The management have a recruitment process that includes taking up references and health checks. However, the management does not always check the suitability of all newly appointed staff through the Disclosure and Barring Service if they have had a check previously at another setting. This means they may not be aware of any changes to the individual's suitability to work with young children. There are sufficient numbers of staff working with children and they are generally well deployed to support children. The management and staff team reflect on their practice to identify what they are doing well and what else they can do to improve. Management oversee the planning for children's learning and understand their responsibility in meeting the learning and development requirements of the Early Years Foundation Stage.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- make sure that any person caring for, or in regular contact with children is suitable to do so by obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- make sure that any person caring for, or in regular contact with children is suitable to do so by obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	131558
Local authority	Southampton
Inspection number	956599
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	40
Name of provider	Somerset Road Pre-School Committee
Date of previous inspection	17/11/2011
Telephone number	07896467165

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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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