

Somerset Road Pre-School

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

Inspection date	14/07/2014
Previous inspection date	27/02/2014

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

- Staff identify children's next steps in learning and design activities to help children reach them.
- Care practices in the nursery are effective in helping children feel emotionally secure and ensuring children are physically and emotionally healthy
- Partnership working with parents is generally strong, supporting children's learning and development and well-being.
- The leadership and management team work well with external agencies to raise standards across all areas of the setting.
- Staff prepare children well both socially and emotionally for their move to school. This demonstrates the team's success at meeting improvement plans over the last year.

It is not yet outstanding because

- Staff training does not always keep staff fully informed and confident about up-to-date developments and procedures to support children with additional needs.
- Resources to support children who are learning English as an additional language are limited.

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 a wide range of activities across all areas of the setting and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the setting's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Somerset Road Pre-school registered with Ofsted in 1998. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is run by a voluntary management committee. It operates from one large room in Portswood Primary School in Southampton, Hampshire. Children have access to a secure outdoor play area. The setting 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 50 children aged from two years to five years on roll. Children attend for a variety of sessions. The setting provides funded free early education for two-, three- and four-year-olds. The setting welcomes children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are 11 members of staff working with the children, 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. In addition, the pre-school employs an administrator.

What the setting needs to do to improve further

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

- review systems for keeping staff fully up to date and confident about practice and procedures that improve outcomes for children with additional needs
- strengthen further strategies and resources to support children learning English as an additional language.

Inspection judgements

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

Children are happy and making good progress in their learning and development at this pre-school, where committed staff work hard to raise standards further. They are well supported, and guided by a strong committee working in partnership with local early years advisers. Staff design, and resource, educational programmes that cover all areas of learning and development. They create a diverse and interesting learning environment where children soon engage and explore a wide range of activities.

Following a thorough review of their indoor and outdoor teaching areas, staff now organise both areas into learning zones. They equip each area with a wide range of toys and tools that children can see, reach, tidy away, and adapt to support other aims and

experiments. For example, children enjoy experimenting with capacity and flow as they choose containers varying in shape and size from the storage unit next to a large water trough. Other children stir the water around, practising letter formations and making patterns in the glitter at the bottom of the water. A little later, children use the water trough to bathe their dolls while others fill watering cans as they nurture their nearby planting area. Children play and learn through hands-on experiences, as they investigate and act out imaginative stories. They wonder at the amazing changes and life found in the contents of one grow bag, as they examine flowers, fruit and caterpillars all on the same plant. With supervision, children learn how to carry and position tubes at different angles for water shoots and runs for their toy cars. Staff remind enthusiastic children of the risks of paint and water play and place aprons near at hand. Children become increasingly independent in managing aprons and waterproofs, which helps prepare them for the next stages in learning at school and in their wider community. For example, children now have ample space to build constructions from large soft play blocks, without their more boisterous friends running through the hall to jump on them. Staff create and use small cosy areas where they read stories to children and children enjoy quiet times on their own.

Staff observe and get to know the children in their care. Parents commend all members of staff for how well they know and care for their children. They recognise the impact staff make to their children's learning and development and praise them for their commitment and enthusiasm. Each child has a key person who takes responsibility for the observations, assessments, and planning, which helps staff tailor learning to meet children's individual needs. Tighter systems of planning result in staff having a sharper focus on building on children's current achievements. Staff identify children's next steps in learning to share with colleagues, parents, and carers.

Staff set aside specific times in the day for planned activities to help children close gaps, reduce delays and foster strengths in children's learning. Each key person informs their colleagues of children's next steps in learning, which are also on the staff planning board. This means that the whole team builds on opportunities that arise naturally through children's play to challenge their learning appropriately.

Staff reflect on their practice, and embrace different ways of working. They recognise improvements in the quality of their own teaching and the impact this has on children's progress. Staff aim to adapt to meet the diversity of needs and languages found across the local community. Staff speak a range of languages, which greatly helps to meet the needs of some children who are learning English as an additional language. However, written resources to support children and families who speak English as an additional language are limited. Staff celebrate the diversity of children's ethnic backgrounds by trying different foods and recipes, sharing artefacts for discussion and studies of different countries around the world.

Tighter systems of assessment and monitoring help staff identify when children are not making expected levels of progress in specific areas of learning and development. Staff regularly share updates on children's achievements with their parents through termly reviews and through the progress checks for two-year-old children. These checks occur within the required period, and provide a focus for parents and key persons to review

children's progress together, to celebrate strengths, and identify areas for additional input.

Where gaps in children's learning and development are identified, staff work well with local advisory teachers to locate and secure the additional help that children need promptly. This helps to secure optimal benefits from interventions and therefore minimises the impact on children's overall development and readiness for school.

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

Staff meet with families prior to their children starting at the setting to learn about children's likes and dislikes, their needs and preferences. Sharing this information helps staff to understand and reassure children as they adapt to a new environment and make new friends. As a result, children feel happy and secure in the setting. They soon gain the confidence to explore their environment and discover the many activities staff make available. Relationships between staff and children are strong because staff show they value children's ideas and will listen to any concerns.

Staff deployment and duties are clear to all, with a team teaching indoors, a team outdoors and additional staff moving between both areas to meet the interests of the children. This enables children to move freely between the indoor and outdoor areas safely as they choose between activities. Risk assessments for specific areas of the setting help staff to remove or minimise any risk of harm to children and to supervise them appropriately. Systems for accounting for everyone's whereabouts during the day are clear and routinely implemented. Security on the gates is robust with staff logging down every parent or visitor on the premises after morning drop off. These procedures demonstrate that staff have thought through and implement measures to protect and support the children in their care. Children's behaviour shows they feel safe when playing, as they interact comfortably with staff and move with ease and confidence around all areas of the setting.

Staff make the outdoor area an exciting place to play. Consequently, children enjoy plenty of time in the fresh air. Staff show children how to plant the seeds from the peppers, tomatoes, and kiwi fruit they have eaten at snack time. Children nurture these seedlings at the setting and at home and share their joy as they finally pick a ripe tomato. They have a clear sense of the food cycle and the commitment it takes to grow food for a healthy diet. Children choose between milk and water to drink at snack times and they pour it for themselves. This helps their growing independence and gives them choice while emphasising healthy options. Staff regularly top up jugs of fresh water on tables inside and outside so that children can help themselves as they wish.

Children learn to understand the importance of hygiene and embed good practice through daily routines. Staff teach children to wash their hands with soap and water before sitting down to eat or after using the toilet, and they display visual reminders in the toilets to encourage and remind children about hand washing. Staff include role play games, sing nursery rhymes and talk about washing hands and about things that children can do

to stay healthy. They provide a box of tissues and anti-bacterial foam for the children to use when they are blowing their noses and they encourage the children to dispose of their tissues appropriately in the bin provided. As a result, children take increasing responsibility for managing their own basic needs, and they come to understand that good hygiene routines kill germs and help keep them healthy.

As children prepare to move on to school, staff provide a collection of related books. Staff create opportunities to talk about school routines, how children feel about the change, and what they might choose to make a healthy lunch box. Staff encourage the children to dress themselves and teach them how to put on their own coats and shoes when they want to go outdoors so that children are able to access their environment with increasing independence. Children see each other trying on school uniform and proudly tell friends that they will be wearing a different colour jumper, but have the same number of buttons on their shirt. Staff prepare children well both socially and emotionally for their move to school. This demonstrates staff's success at meeting improvement plans over the last year. Staff now work closely with the early years staff at the adjacent primary school. School staff and children exchange visits and know enough about each other's strengths and locations for children to make a smooth move to school.

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

A committee of parents with an exceptionally strong and committed chairperson runs the setting. Leadership of the setting is now strong. The staffing team includes highly qualified early years professionals and other committed, experienced practitioners who share a drive to continue improving the achievements of all the children who attend. Education programmes are stronger for all children following a thorough review and re-organisation of the setting. Systems for observing, assessing, and planning activities for children are more robust, resulting in staff having a sharper focus on helping all children to reach their full potential. Staff clearly identify children's levels of achievement, along with their next steps in learning towards the early learning goals. A culture of self-evaluation and reflective practice is developing among all those involved with the setting. This helps staff to strengthen weaker areas and to recognise, celebrate and build upon their particular strengths. Consequently, staff, committee and parents continue to work together to raise standards and drive forward achievements for all children.

The leadership team is highly committed to all areas of safeguarding and child protection and expects senior managers to attend advanced training in child protection. Staff review safeguarding and welfare requirements routinely in staff meetings. They are also confident in knowing what to do, and who to contact, should they have any concerns about children's safety or well-being. The committee and early year advisers are working through robust policies and procedures for vetting, recruiting, and inducting new staff as a new manager and other staff are appointed. Managers follow well-defined systems for mentoring, supervising, and appraising staff. This helps to ensure that staff receive the

support, guidance, and training they require to strengthen the key person system and advance children's care and learning. Staff are also sharpening their focus on earlier identification of any gaps or delays in children's learning, although they are not always fully up to date and confident about practices and procedures that improve outcomes for children with additional needs.

All mandatory documentation for the safe running of the setting is in place. The managers continue to tighten procedures to ensure all staff adopt the highest standards in keeping the environment safe, secure, and welcoming for children. New risk assessments are in place for all areas of the setting indoors and outdoors. These cover specific pieces of equipment, activities, staff supervision, and outings into the community. Currently staff do not use the adjacent school's environmental area, but may take small groups of children there once further risk assessments are agreed with their advisory team. Risk assessments help to enable staff to remove or minimise any possibility of harm to children. Senior staff carry out risk assessments across the setting and daily practices include checks to make sure the environment is as safe as possible for children.

Most staff have current training in paediatric first aid and staff regularly practise evacuation drills with the children. The setting has written policies and procedures for administering medicines and recording any accidents, incidents, or injuries. Staff review the occurrence of any accidents to assess if they can further reduce risks to children. The overall quality and standards of the setting is now good with a strong leadership, active committee, and new management team who welcome, listen and act upon guidance from their local advisers and implement the actions identified on their development plan.

There is highly effective partnership working. Staff offer to support parents with written reports and offer to accompany parents to multi-agency meetings, speech and language therapy appointments and parent workshops, for example. This helps parents feel more confident to voice their concerns, provides a more detailed picture of the child's needs and achievements and provides staff with the best information possible to support children.

Staff work closely with the team at the local children's centre who provide resources and ideas to support the setting. Staff provide a link and encourage and support families as they discover useful services and guidance available. This promotes timely interventions for children and families who would benefit from additional help.

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	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	976958
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	50
Name of provider	Somerset Road Pre-School Committee
Date of previous inspection	27/02/2014
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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