

Manor Road Preschool

Festival Hall, Merryoak Road, Southampton, SO19 7QR

Inspection date

Previous inspection date

15/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- A stimulating and well-resourced environment indoors and out motivates and entices children to learn through play.
- The cafe-style snack time is well managed by staff, to promote several areas of learning for the children.
- Staff have established strong links and relationships with parents, particularly for those children with special educational needs, so their needs are met.

It is not yet good because

- Adult-led activities are not consistently good teaching and learning opportunities for all children attending.
- The management team's systems for monitoring and improving adult-led planning and delivery, are not consistently good.

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 children's play activities, and the staff team's interactions with children.
- The inspector had discussions with the manager, which included aspects of safeguarding, and leadership and management.
- The inspector sampled relevant documentation including some safeguarding documentation, performance management and learning records.
- The inspector had discussions with parents to gain their views of the setting.
- The inspector conducted a joint observation with the manager.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Manor Road Pre-School opened in 1960 and registered with Ofsted in 2001. It registered at its current premises in 2014. It operates from the Frank Thompson Hall within the Festival Hall in Merryoak, Southampton, Hampshire. The pre-school opens Monday to Friday, during term times only. It is open from 9am to 12noon, and from 12.30pm to 3.30pm. An optional lunch club operates from 12noon to 12.30pm. The pre-school is managed by a committee of parent volunteers. Children have use of an enclosed outdoor play area. The pre-school provides funded early education for children aged two, three and four years. It is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities, and some who learn English as an additional language. The pre-school employs 11 members of staff. Of these, eight hold relevant early years qualifications at level 3, and two such qualifications at level 2.

What the setting needs to do to improve further

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

- raise the quality of teaching to a consistently high level by ensuring that adult-led activities are well planned, so all children, including the youngest ones, have interesting and challenging experiences when together in a group
- monitor the quality of the staff team's teaching accurately to identify where further training or coaching is needed, and to check that it meets the needs of all children well.

Inspection judgements

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

Children happily settle at the pre-school and very much enjoy their learning through purposeful play, particularly that which they choose for themselves. They make independent choices from the well-resourced, stimulating environment. Staff prepare this successfully for them each day to meet their individual learning needs. There is a good range of play resources and activities inside and out on offer for them, which covers the seven learning areas well through encouraging active play. For example, children enjoyed exploring shaving foam and touching interesting objects to find out about them. This means they enjoy their play because they are well motivated.

The staff team support children positively in their play. Overall, they provide mostly purposeful interaction to build children's knowledge and skills in readiness for the transfer

to school. However, across the pre-school the quality of teaching and learning is not consistently good. This is because the planning and delivery of adult-led group activities is not consistently good enough through the sessions. For example, when together in small groups with a staff member, children sat and listened to staff talking about the pre-school rules aimed primarily at the new intake of children who were aged two years and upwards. The staff used varied questions for the older children, who responded well, but the activity did not meet the needs of the less able or younger children well. The staff used too many words and questions, and did not use visual clues well, such as pictures, or complete the activity in an interactive, social way more relevant for their age. As a result, not all children were actively engaged and learning during the activity, which was undertaken by every child across a number of groups.

Older children have good relationships with the staff and their friends. They engaged happily in role-play together in the home corner, or had fun experimenting with the magnets and paper clips. Snack time is a well-managed group time with children learning from varied opportunities, which cover different areas of learning. For example, children develop good self-help skills daily when they spread their own toast, pour their drinks and load up the dishwasher. Staff sit and talk to the children promoting their social, communication and mathematical skills, such as by encouraging children to count and solve problems. For example, when a child came to the snack caf and asked, 'Is there any room?' the member of staff replied, 'Have a look. Are there any spaces?', to encourage thinking.

The system for observation, assessment, and planning is sound although not all records reflect detailed knowledge of each child to help monitor progress. Children with special educational needs demonstrate they make good progress from their starting points on entry. This is because staff liaise effectively with their parents and outside agencies. Staff put special teaching strategies in place, such as a Pictorial Exchange Communication System, to meet their communication and social needs. Overall, all groups of children are developing skills which will prepare them for their future life and learning.

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

Children settle well, even the newest of children, and show confidence in their surroundings. They move freely around making choices in their play indoors and out. Older children have strong relationships with the staff who mostly interact successfully, to support children's learning and well-being, particularly during their freely chosen play. The pre-school operates a system whereby each child is allocated a staff member who takes special responsibility for them, and this works well. It helps the new and youngest children to form secure attachments and ensures their individual welfare needs are met effectively. For example, staff know their sleeping needs. Sleep mats and sheets are easily available to those who require them. Children who became upset were given cuddles and reassurance by their special person, so they quickly became involved in play again.

Staff manage children's behavior consistently, so children behave well. They know the routines and involve themselves in them. For example, children helped to tidy up willingly

when they hear the tidy-up song. Children thrive with the praise and encouragement given by staff.

Staff place good emphasis on children's health and well-being, and teach them how to live healthy lifestyles. Staff undertake regular cleaning and checking routines to ensure cross infection is kept to a minimum, so children use clean premises. They teach children good personal hygiene routines. Children enjoy varied, nutritious snacks throughout the week and take pleasure in having seconds, eagerly asking for more. Children take part in regular outdoor play whenever they wish, gaining a positive attitude to being outside. They have fun in the space outdoors running, and practising their movement skills, such as when climbing on the wooden frame. Staff teach children how to act in safe ways. They learn from the onset of their pre-school placement how to evacuate the building in an emergency.

The welcoming and stimulating environment effectively supports children's all round development. Staff work hard each morning to set up plentiful resources and good quality furniture into the different learning areas, which entices children to play and learn. Sometimes staff do not make the best use of resources, for example when using them in adult-led activities.

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

The management team meets the safeguarding and welfare requirements Together, the committee implement a robust recruitment and vetting procedure when new staff are recruited. This process checks carefully their suitability to work with children. Staff undertake an induction which makes them aware of the pre-school's policies and procedures, so they know their duties. All staff are trained effectively in child protection, through on-line training. The designated person and staff have a secure understanding of their role and responsibilities about reporting safeguarding concerns and of the new local procedures. This includes knowledge of the whistle blowing processes. Regular supervision keeps the manager in touch with staff and promotes some staff development and training, but this does not focus sufficiently on achieving good quality teaching consistently. Documentation is up-to-date and easily available for inspection.

The manager has a sound overview of the educational programme delivered. This is because monitoring of staff planning and delivery of adult-led activities is not consistently good, and some staff teaching weaknesses are not identified. However, management and staff have made great improvements in providing a welcoming and enabling environment in this new site. Management drive improvement appropriately, such as through acting on advice from outside professionals. Management uses recognised methods to audit and evaluate practice, but not all aspects of the provision are evaluated well to enable them to build upon and strengthen current teaching practice. For example, the planning and delivery of adult-led teaching at some group times requires improvement, particularly in regard to meeting the needs of the younger children.

Staff have established a positive partnership with parents. Parents speak well of the friendly approachable staff team, reporting that they communicate well. Parents say how much their children enjoy attending the pre-school. They appreciate the flexible settling-in system for new children. Staff have effective systems to share information with parents and build relationships with them. Partnerships with external agencies, and other early years, providers, are well established. There are good links with the school, agencies to support children with special educational needs and the local authority. All these partnerships contribute well to meeting children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475719
Local authority	Southampton
Inspection number	971355
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	70
Name of provider	Manor Road Pre-School Playgroup Committee
Date of previous inspection	not applicable
Telephone number	07751259312

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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.

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.

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