

Portland Bill Pre-School Regina Road Community Centre

110 Regina Road, South Norwood, London, SE25 4TW

Inspection date	14/11/2014
Previous inspection date	23/02/2009

The quality and standards of the early years provision	This inspection:	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 built strong partnerships with parents to promote children's learning and development.
- Children and staff form positive relationships. This helps children to feel secure and develop self-confidence.
- Staff support children's individual needs well and take their interests into account when planning the curriculum.
- Staff have a good understanding of how children learn and plan interesting learning experiences. As a result, children make good progress and are keen to try the many activities on offer.

It is not yet outstanding because

- Staff do not always consistently provide first hand experiences to support children's understanding of the world further.

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 and staff's interaction with them throughout the setting.
- The inspector and manager undertook a joint observation of an activity.
- The inspector talked to some staff in each room, some parents and held discussions with the manager.
- The inspector examined a sample of policies and procedures including risk assessments. She took account of the latest report from the local authority.
- The inspector looked through a representative sample of children's learning journals, their assessments and planning sheets.

Inspector

Karen Callaghan

Full report

Information about the setting

Portland Bill Pre-School is based in a community building on a large estate in South Norwood in the London Borough Croydon. The pre-school opens every weekday during term time only from 8.50am until 11.50am with an afternoon session from 12.20pm until 3.20pm. A lunch session is offered in between, and the children can stay for an optional session until 4.30pm. The group has use of three play areas and has access to a garden area for outdoor play opportunities. The pre-school receives funding for free early education for children aged two, three and four. The pre-school employs 13 staff, seven of whom hold National Vocational Qualifications at level 3 and one at level 1. There is one apprentice and four trainees currently on the staff team. Two members of staff have started courses leading to higher level qualifications. The pre-school supports children with special educational needs and/or disabilities, and those who are learning English as an additional language.

What the setting needs to do to improve further

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

- enhance children's knowledge of the world further by providing more real life experiences.

Inspection judgements

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

The quality of teaching is good. Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They are aware of children's individual needs, characters and interests and plan well for their future learning. Staff demonstrate a good understanding of how children learn and develop and how they can support this through their interactions and the activities available. They promote child-initiated play extremely well and plan for children's interests securely to support children's progress and development. For instance, they use wooden bricks and wet sand together with real trowels and measuring tools for both boys and girls to engage in building enthusiastically. Through practical activities like this, children learn to count and measure as well as solve problems. Staff successfully monitor children's progress through observations and assessment and set clear goals for individual children across all areas of learning. They have implemented individual tracking for each child to identify any gaps in their learning. This enables them to plan effectively so that they close gaps in children's learning.

Staff know children well and all children benefit from engaging and enjoyable activities based on their own development and learning styles. There is a lovely, busy atmosphere

in the pre-school and the good interaction from staff engages children in play activities, supporting and enhancing their learning well. Children's active learning is valued and supported effectively by staff, who talk to them and ask skilful questions about what they are doing. For example, staff listened and helped children to choose suitable sized cardboard boxes when they decided to make a train. Staff asked effective questions about where the children wanted to go to on their train. This encouraged children to talk and share their experiences of going to the seaside. This demonstrates how staff focus on children's interests while encouraging them to think creatively and share their own unique ideas. In addition, this encourages children to share their understanding of the world they live in. However, staff do not take all opportunities to provide real life experiences for children to further support their understanding of the world, such as local outings.

Children make the most of opportunities to practise their early writing skills. For example, younger children have fun using brushes to paint on large pieces of plastic in the garden. In addition, older children use clipboards to write shopping lists in the home corner. Children are given opportunities to learn letter sounds and to count through singing and listening games. Staff display signs, words and pictures around the rooms to develop children's interest in print, letters and words, including in other languages children speak. This helps build children's positive awareness of differences. Staff encourage children to explore colour and texture by providing a range of materials, resources and sensory experiences to support this. For example, children become absorbed using scissors, glue and colourful materials, including glitter to make wonderful patterns. Staff place a high value on children's creations by praising them and thanking them for their efforts. Children show a strong interest in books and enjoy sitting in the cosy, well-resourced book area. They settle down quickly at story times in smaller groups and listen intently when staff read stories to them, joining in enthusiastically with familiar phrases.

Staff work hard to ensure that the pre-school provides children with exciting challenges to support their learning and development. Children with additional needs are particularly well supported and make good progress. This is because staff have strong partnerships with parents and other professionals, and share information about children's learning well. Staff use effective strategies to support children with special educational needs and those who are learning English as an additional language securely. For example, staff support their language and communication skills by using sign language and picture cues to help children understand and join in the games and activities. Consequently, all children make good progress and develop their skills across all areas of early learning. This prepares them well for their future learning, such as starting school.

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

Each child has their own key member of staff who helps them to settle and feel secure at the pre-school. This helps children to develop trusting relationships and attachments with staff, helping them to feel safe. Staff know each individual child very well and are highly receptive to all children's needs. Consequently, children are secure and the pre-school maintains a consistent and calm atmosphere. The staff team are good role models for the children. They teach children to communicate positively and provide clear guidelines and

boundaries to support their behaviour. As a result, children behave very well and share toys positively. The skills that children learn in the pre-school prepare them for school well. For example, they develop high levels of confidence, which helps support them as they move to school.

Children are able to help themselves to resources both indoors and outdoors, so are in charge of making their own decisions. This means that they have time and freedom to explore and become deeply involved in their own choice of activities. Children are encouraged to develop their independence and self-care skills. For instance, they know that they must wash their hands after visiting the toilet and prior to eating. In addition, they help themselves to drinking water and fruit at for snack time. Children progress in their physical development and relish playing games using a good variety of equipment, such as bikes and trikes. These resources help children develop their balancing skills outside. Children help to pack away toys when they have finished playing, which develops their good understanding of caring for their environment.

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

All staff have regular safeguarding training. As a result, they are aware of their role and responsibilities in protecting children in their care. Staff have a secure understanding of the possible signs that would cause concern. They clearly understand the procedures to follow if they have concerns about a child in their care. Effective safeguarding policies and procedures promote children's well-being, such as those that cover the use of mobile phones. This means parents and staff know to switch off their mobile phones while on the premises. Staff complete relevant background checks to assess their suitability to work with children. This helps to keep children safe. Staff implement a good range of safety procedures, such as checking that all areas and resources are clean and safe before each session. This promotes children's safety as risks and hazards are minimised.

The management and staff have received support from the local authority to help them identify strengths and weaknesses in order to target further improvement accurately. Views and ideas from staff and parents are regularly discussed at staff meetings and all improvements are recorded. For instance, parents are encouraged to make their own welcome signs for display in the pre-school entrance written in their home languages. This values the wide range of cultures in the local area. The management has a committed approach to supporting the staff team in their professional development. They monitor staff practice well and identify their training needs to continually build on the quality of the service provided. Staff complete training and receive support through supervision meetings, which supports their professional development well. As a result, staff have a good understanding of how to promote effective learning for all children. They understand their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff assess the children's progress regularly and effectively plan for their next steps in learning. This helps children make good progress from their starting points.

Relationships between parents and staff are well established. Staff gather useful

information from parents about children's development, personal traits and routines. For instance, parents add their own views to their child's learning journals. They receive information about their child's next steps for learning, which helps them to support their child at home. Parents' comment positively about the pre-school, such as how happy their children are. Key persons regularly talk to parents about their children, which enhances continuity in children's care and progress. Staff develop good partnerships with other professionals and agencies. For example, the staff take children with especial educational needs to the sensory room at the local children's centre. They request additional support for children when necessary, which promotes a positive working partnership and provides continuity for children and their families.

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. 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	EY380098
Local authority	Croydon
Inspection number	829654
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	45
Number of children on roll	56
Name of provider	Portland Bill Pre-School Committee
Date of previous inspection	23/02/2009
Telephone number	07908769357

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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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