

# Redbridge Pre-school

c/o Redbridge Community School, Cuckmere Lane, Southampton, Hampshire, SO16 9RJ

<b>Inspection date</b>	16/12/2014
Previous inspection date	04/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children relish their time at the pre-school and are very happy and relaxed. Staff provide a wide range of exciting activities which stimulate and motivate children to become active learners.
- Children feel extremely safe and secure in the pre-school and arrangements for safeguarding the children are robust.
- Staff use excellent observation, planning and assessment systems to ensure all children are highly challenged and reach their full potential.
- Children benefit hugely from the highly successful partnership between the staff and parents, who share key information effectively between them.
- Children flourish at the nursery. They thoroughly enjoy their learning and achieve extremely well in relation to their starting points.
- The special educational needs coordinator works extremely well with the children with special educational needs and their families. She supports the children exceptionally well, ensuring they are all able to make excellent progress while in the pre-school.

## 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 held discussions with the manager and talked to children and staff.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector looked at children's assessment records and sampled some documentation including some required records and policies.
- The inspector invited the manager to carry out a joint observation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Large

## Full report

### Information about the setting

Redbridge Pre-School opened in 1980 and registered with Ofsted in 2001. It is managed by a voluntary committee. The pre-school operates from rooms within Redbridge Community School in the Millbrook area of Southampton. The pre-school serves the local area. The pre-school opens from 8.30am to 3.15pm, Monday to Friday, during school term times. Children attend for a variety of sessions or full days. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 39 children aged from two to under five years on roll. The pre-school receives funding for early education sessions for two, three and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and those who are learning English as an additional language. Eight staff are employed to work with the children. All hold a relevant early years qualification. The manager has completed a Foundation Degree.

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

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

- further extend the strong systems for monitoring children's progress throughout the pre-school to provide an overall record of children's progress, to further support the analysis and enhancement of the excellent educational programme.

### Inspection judgements

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

Children flourish at the pre-school. They thoroughly enjoy their learning and achieve extremely well in relation to their starting points. Management and staff create a challenging and stimulating environment where the atmosphere is incredibly positive and encouraging. All children are making excellent progress in all areas of development. They are confident and keen to join in activities and are developing warm relationships with each other and staff. Very effective systems are in place to ensure that children have many opportunities to consolidate and further their learning. Younger children are beginning to use tools such as paintbrushes with confidence. Older children are becoming confident in naming colours and shapes. The oldest are progressing to writing their own name and understanding simple mathematical concepts. Each child receives an extremely enjoyable, challenging experience across all areas of learning. Excellent systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning particularly well. The staff ensure the monitoring of children's progress towards all the early learning goals is extremely effective. The staff team promote children's development through an excellent balance of child-led play, planned activities and interesting resources. For example, the

children have free flow access to the outside area where they can choose from a wide variety of exciting resources and use their imaginations in their play. They can dig in soil or play with the cars or in the play house. They have great fun planting the apple seeds they have saved from their snack fruit, and discuss how they are going to grow. These activities are highly effective and enhance the children's learning. Children develop new skills, grow in confidence and rise to the challenge of trying something new. They are very active learners. Staff demonstrate a very secure knowledge and understanding of how children learn. As a result, children are very motivated, develop a highly positive attitude to their learning and learn to work alongside their peers extremely well. Children's independence is promoted particularly well; they are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play.

Children develop excellent communication skills and chat happily both to one another and to adults. Staff support children extremely well by offering praise and encouragement. They demonstrate an excellent understanding of children's individual learning needs. The younger children are actively involved in their play, confidently selecting and exploring resources. They are supported exceptionally well by staff and become confident in their daily routines. Staff use high quality teaching methods as they interact and sit at the children's level, maintaining good eye contact. All children relish their time at the pre-school and are very happy and relaxed. They thoroughly enjoy a wide range of exciting activities that stimulate and motivate them.

The pre-school has implemented the two-year-old progress check highly successfully and all related documentation is in place. The highly effective assessment and recording of children's progress provide parents with a very clear picture of where their children are in their learning. Staff actively encourage parents to carry on their children's learning and development at home. They keep parents very well informed about the life of the nursery via the notice boards, newsletters, parent meetings and through daily chats. Parents state they have seen their children make brilliant progress while at the setting.

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

Children relish their time at the pre-school. They are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with great success. Children are developing particularly warm relationships with each other and staff. An excellent key person system provides each child with a staff member who takes special care of them. This attention enables children to develop very trusting relationships and to help children to be ready for the next stages in their learning. Children develop very strong emotional bonds and trusting relationships with their key person. This wonderful relationship helps children develop high self-esteem and confidence. Staff make excellent use of resources; the indoor and outdoor play areas are extremely well organised to ensure children can take part in a wide variety of activities.

The pre-school provides an excellent variety of healthy and nutritious snacks. Parents provide their lunches. Children benefit hugely from the carefully balanced selection offered

at snack time. Children learn about good hygiene routines; from a young age, they can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Children behave extremely well, they are learning to share and take turns and play very well together. They are developing relationships with each other and interact extremely well together throughout the pre-school. Children know what is expected of them and are very confident to make their own choices and decisions.

One of the pre-schools strengths is how they handle children's preparation for school. Excellent procedures are in place for a smooth move. Staff teach children the skills they need to be confident and independent. This high quality organisation ensures children are extremely well prepared for school. Staff liaise extremely well with the local schools that children will move on to, which ensures a smooth transfer, consistency of care and learning and reassurance for each child. Children are secure and safe in the pre-school. They feel a sense of belonging that is fostered by the consistent care from staff and excellent resources.

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

Parents and children are welcomed into an extremely warm and friendly setting, by staff who meet children's welfare and learning needs with great success. The manager ensures communication with all staff is excellent. The manager and staff are extremely committed and highly dedicated to maintaining the highest levels of achievement for the children and their families. Arrangements for safeguarding children are robust. All staff undertake training in child protection and have a very good understanding of safeguarding procedures and how to protect children. Clear procedures are in place for the recruitment and vetting of new staff so that all adults working with the children are suitable to do so. The manager and her staff team have high aspirations for quality. This is evident through ongoing improvement in all areas, in close consultation with parents and children. Efficient systems are in place for self-evaluation of the pre-school to reflect the excellent practice and prioritise any areas for improvement. The manager closely monitors staff performance and works exceptionally hard with the staff to keep their skills and knowledge up to date. This results in an extremely confident staff team who all demonstrate an excellent understanding of how to help all children develop and progress.

All children are included and supported extremely well; the pre-school promotes equality and diversity highly successfully. One of the key strengths of the pre-school is the work with the children with special educational needs and/or disabilities and their families. The special educational needs coordinator supports the children exceptionally well. Consequently, children are all making excellent progress. A superb partnership between the pre-school and the parents ensures key information is shared between them. The pre-school keeps parents well informed about daily routines, the activities their children have taken part in and the food they have eaten. Parents express enormous confidence in the very high standard of care, communication and their child's preparation for the future.

They feel very welcomed into the pre-school and are extremely happy with the progress their children are making. The information available to parents ensures they are kept fully informed about pre-school life and their children's progress. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language extremely well. Parents of children with special educational needs and/or disabilities state they have seen their children blossom whilst at the pre-school, and with excellent support from staff they progress extremely well. Partnerships with other settings the children attend are excellent. Staff liaise extremely well with the providers of other settings children attend. This results in a fully shared approach to children's care and learning.

### **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

<b>Unique reference number</b>	EY262068
<b>Local authority</b>	Southampton
<b>Inspection number</b>	833200
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Redbridge Pre-school Committee
<b>Date of previous inspection</b>	04/12/2008
<b>Telephone number</b>	02380 764211

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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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