

Lordswood Community Centre Pre-School

Sandpiper Road, Lordswood, Southampton, Hampshire, SO16 8FD

Inspection date	13/01/2015
Previous inspection date	05/06/2009

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 plan an exciting range of activities for children to enjoy, which stimulate and motivate them. As a result, they gain good attitudes towards learning.
- Children benefit well from the very successful partnership between the staff and parents, which ensures key information is shared between them.
- Children show they feel extremely safe, secure and happy in the pre-school and arrangements for safeguarding the children are robust.
- Children thoroughly enjoy their time at the pre-school, they enjoy their learning and overall, achieve well in relation to their starting points.
- Children are very happy and settled in the pre-school because staff use effective systems to ensure their individual needs are identified and met.

It is not yet outstanding because

- The educational programmes ensure children are making good progress in the different areas of learning; however, children's progress in mathematics is not as effective as in the other areas.
- Staff do not always use skilful questioning techniques to maximise and extend children's 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.

Inspection activities

- The inspector met with the manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and a range of other documentation including safeguarding information.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Alison Large

Full report

Information about the setting

Lordswood Community Pre-School is a committee run group, which opened in 1982 and registered with Ofsted in 2001. It operates from a community centre in the Lordswood area of Southampton. The pre-school is open Monday to Friday during school term times, from 9am to 3pm, which includes a lunch club. Children attend for a variety of sessions and all children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register. There are currently 53 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school employs nine members of staff to work with the children, seven of whom are suitably qualified and two are working toward a relevant early years qualification. The lead practitioner holds Early Years Professional Status.

What the setting needs to do to improve further

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

- extend the educational programme for mathematics making sure rich, varied and imaginative experiences are planned for this area to help ensure all children make rapid progress so they are extremely well prepared for school
- enable all staff to support and extend children's learning further, through discussions and asking effective questions to encourage them to think more.

Inspection judgements

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

Children are happy and settled in the pre-school. They learn and develop well in relation to their starting points and capabilities. Staff organise the routines successfully to enable children to have lots of learning opportunities. Children are encouraged to make choices and take part in a range of activities that interest them. Staff collect observations and photographic evidence of children's play and include these in each child's learning story record. Staff complete a tracking sheet to show how children are progressing in the different areas of learning, and this is used to identify any gaps in children's progress. Overall, children are encouraged to count and use numbers in a variety of ways. Some are starting to recognise shapes and name colours. However, staff miss opportunities to use mathematical language during some activities to develop children's learning further. At present, the children's tracking sheets are showing that children's progress in mathematics is not as effective as in the other areas of learning. Throughout the pre-school children are

keen to join in activities, developing warm relationships with each other and staff. Adults gain eye contact with the children when talking to them and encourage them to listen, helping contribute to good listening skills. This approach also helps prepare children for school. Staff provide children with good opportunities to explore and investigate activities in the different rooms and outside. These help to develop children's skills. For example, children enjoy cutting, rolling and shaping the play dough they have made, gaining good coordination. They excitedly play in the role-play area, where they use their imaginations being hairdressers, using the different resources provided for them. Staff use high quality teaching methods overall, which help children to progress.

Staff support children in their learning to gain competence in communicating, speaking and listening. Staff reinforce words with the children and provide alternative words to extend the children's vocabularies. During group time, they enjoy singing a phonics song to help them sound out individual letters. Children are developing good communication skills chatting happily to both one another and to adults. Staff sit with children and most engage in conversations with them well. For example, there were discussions about songs they wanted to sing, the weather and favourite stories they like. Consequently, staff promote children's language skills well overall to extend their thinking, creativity and communication skills. However, some staff are less confident to question and use discussion to extend children's learning further during some activities. This means that they occasionally miss opportunities to encourage children to think and respond at such times. Younger children in the room for two year olds are actively involved in their play, confidently selecting and exploring resources. Staff support them very well and as they progress they become confident in their daily routines. All children are able to thoroughly enjoy a wide range of exciting activities, which stimulate and motivate them. The children particularly enjoy their time playing in the garden, where they are able to benefit from energetic physical exercise. They have great fun digging for worms and using magnifying glasses to look at them, discussing with staff what they see.

Staff share the children's assessment records with parents. They discuss with them the children's next steps in their development and learning, to ensure they are fully involved in their child's learning. Staff keep parents well informed about the life of the pre-school via the notice boards and through daily chats to staff. They state they have seen their children make very good progress while at the pre-school. The pre-school has implemented the required progress check for two-year-old children and all documentation is in place.

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

All children enjoy their time in the pre-school; staff interact well and develop very positive relationships with each child. Children develop emotional bonds and trusting relationships with staff and these relationships help children develop self-esteem and confidence. All children are included and supported and staff promote equality and diversity well. Parents have good links with their child's key person, who takes special responsibility for their child. Staff use parents' and children's views and preferences to develop and enhance the provision. Staff make very good use of the wide range of resources: the indoor and

outdoor play areas are very well organised to ensure children can take part in a wide variety of activities. Staff make sure the children have lots of opportunities to use the outdoor area, where there is a good range of resources to stimulate the children's interests and provide many opportunities for learning and enjoyment. Children's physical skills are developing well. They enjoy running, jumping, digging and stretching their muscles.

Children learn about good hygiene routines, and from a young age can independently wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. The pre-school provides a good variety of healthy and nutritious snacks and parents provide their children's lunches. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Drinks are available for the children throughout the day. The staff help children to understand dangers around the pre-school. Children are encouraged to take care when using equipment and to be mindful of others around them. Effective systems are in place for behaviour management. As a result, children behave well; the staff are good role models promoting listening and helping children to become sensitive to each other's needs. Children are learning to share and take turns, and play well together. They are developing friendships, and interact with staff and each other well. Children know what staff expect of them and are confident to make their own choices and decisions.

Good procedures are in place for children's preparation for school to help make the move easier. Staff have developed very good partnerships with the local schools. Staff liaise well with the local schools children will move on to. Staff invite teachers into the pre-school to enable children to become familiar with the new faces in readiness for going to school. This ensures a smooth transfer, consistency of care and learning, and reassurance for each child.

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

Staff welcome parents and children into a warm and friendly pre-school, and meet children's welfare and learning needs very well. Effective management structures are in place and communication with staff is very good. The staff team works very well together to ensure they promote children's care and safety well. Staff are involved in all aspects of the provision and contribute fully to the planning. They monitor children's progress to ensure the activities and learning experiences support their interests and next stages in learning.

Staff have a very good understanding of the procedure to follow, if they have a safeguarding concern. Staff have attended training and share updated knowledge and awareness of safeguarding strategies at regular staff meetings. All staff are aware of their roles and responsibilities in keeping children safe from harm. The manager and committee have robust recruitment and vetting procedures in place to ensure the suitability of all staff to work with children. Staff maintain very good security measures and collection procedures to ensure children are kept safe at all times. A wide range of policies and

procedures are in place, implemented and monitored. Documentation and records are completed effectively to ensure children's health and safety needs are well met. All staff take responsibility and use vigilance and risk assessments to check children's health and safety is maintained inside the pre-school, as well as outside. Management and staff use effective systems to self-evaluate the pre-school provision. These reflect its strengths and any areas for development. Children, including those with special educational needs and/or disabilities, and those learning English as an additional language are well supported and make good progress.

The very good partnership between the pre-school and parents ensures all relevant information is shared between them. Staff keep parents informed about daily routines, and activities through notice boards, daily diaries, talking to staff, parents meetings and a parent committee. Parents express great confidence in the high standard of care, communication and their children'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 links with other providers for children who attend more than one setting, are in place and effective to ensure there is continuity in the children's care and learning.

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	131542
Local authority	Southampton
Inspection number	836307
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	53
Name of provider	Lordswood Communtiy Centre Pre-School Committee
Date of previous inspection	05/06/2009
Telephone number	07932 951792

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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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