

Postman Pat Pre-School

Scout Hall, Canford Heath, Sherborn Crescent, Poole, Dorset, BH17 8AP



Inspection date

20 January 2015

Previous inspection date

23 September 2009

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff provide very good support for children's social skills, which prepares them well for the next stage in their learning. They are increasingly confident due to the positive relationships they develop with their key person and all the staff team.
- Children's independence and self-help skills are encouraged very well. They have many opportunities to manage their personal care needs and monitor the safety of their play environment, such as using the clean-up station and completing risk assessments.
- Children play an active part in the planning of activities, which helps to ensure they are interested and keen to learn.
- Staff have a secure understanding of children's individual learning needs. They use this well during children's play to challenge and extend the learning through their discussions and questions.
- There are strong links with parents and others involved with the children. This helps to promote consistency and encourages parents to support children's learning at home.
- Staff safeguard children's welfare well due to strong leadership and good teamwork. Effective evaluations help to monitor, identify and address areas for improvement.

It is not yet outstanding because:

- Older and more able children do not have enough opportunities to problem solve during daily routines, to challenge and extend their learning further.
- There are no examples of real art to further extend children's creative experiences and expand their imaginations.

What the setting needs to do to improve further

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

- increase opportunities for older and more able children to engage in problem solving during routines, such as snack time
- provide more examples of real art in the creative area, to inspire and extend children's imaginations and creativity.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the registered person/ manager.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

Inspector

Samantha Powis

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are happy and settled at the pre-school, and engage in a broad range of activities. However, staff do not always provide enough stimulus to extend children's creative development fully. Staff encourage children to be increasingly independent as they help plan and organise their play. Staff use effective teaching strategies, such as involving children in discussions about their activities and teaching them new techniques. This encourages children to think, experiment and investigate, which helps them to make good progress. Routines such as snack time promote children's independence and social skills. However, staff do not make the most of these routines to engage older and more able children in problem solving, to extend their number and literacy skills further. Staff monitor children's learning needs well to help provide activities that support them in achieving their next steps. They link closely with other professionals to share information to provide consistent support for children's learning and help narrow any gaps. Parents receive detailed information about children's progress and next steps. Resources such as the activity sacks encourage parents to become involved in children's learning at home.

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

Children feel safe and secure as they form strong relationships with their key person and other members of the staff team. Children receive good preparation for the next stage in their learning. Staff provide sensitive support and encouragement, which helps children to manage their personal care needs. For example, they use the mirror on the cleaning station to help them as they blow their nose. Staff complete comprehensive risk assessments, and children help them using their own clip board and check list. Children collect the small brush to help sweep the floor. These measures help to ensure the environment is safe and suitable and encourages children to consider their own responsibilities regarding safety. Good staff deployment ensures appropriately qualified staff are on hand to deal with any emergencies. Children self-register on arrival using their photographic name card to increase their sense of belonging. They benefit from many opportunities to develop a respectful awareness of the wider community. They have visits from police officers and regularly join in with fun, active sessions at other local schools.

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

There are thorough arrangements for recruitment, induction and staff appraisals. This means that staff have a confident awareness of their individual roles and responsibilities to safeguard children's welfare. The manager and the well-qualified and experienced staff team show a commitment to improvement. They frequently reflect on their practices and implement new ideas they gain through training. This, along with feedback from parents, children and professionals helps them to make secure continuous improvements.

Setting details

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|------------------------------------|----------------------------------|
| Unique reference number | 109589 |
| Local authority | Poole |
| Inspection number | 835826 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 30 |
| Number of children on roll | 56 |
| Name of provider | Postman Pat Pre-School Committee |
| Date of previous inspection | 23 September 2009 |
| Telephone number | 01202 698649 or 07981 322243 |

Postman Pat Pre-School registered in 1982. It operates from a community hall in the Canford Heath area of Poole in Dorset. It is a committee run setting. The pre-school is open each weekday during school term time from 9am until 3pm. The pre-school receives funding for the provision of free early education for children aged two-, three- and four-years. In total, a team of 13 staff work at the pre-school. The manager holds a level 4 qualification; and is working towards gaining a degree in early years. The majority of the staff team are qualified to level 2 or 3 in childcare, with many working towards higher-level qualifications.

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