

St Nicholas Pre-School

Battenburg Avenue, Portsmouth, Hampshire, PO2 0SH



Inspection date	29 January 2016
Previous inspection date	28 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have warm and caring relationships with children. They settle quickly and are happy in the welcoming and secure environment provided, which supports their emotional well-being.
- Children make good progress. Staff provide activities and learning opportunities based on children's interests and next steps.
- Children behave well. They take turns easily, share resources willingly and quickly resolve any conflicts that arise between them. Children are confident to try things for themselves.
- Self-evaluation takes into account the views of staff, parents and children. The manager acts quickly on any suggestions or comments to improve the environment and outcomes for children.
- Staff work well with other professionals to support children with special educational needs. They develop individual learning plans to promote consistency in children's learning.

It is not yet outstanding because:

- Staff do not always make the most of the opportunities available during planned activities to fully support all children's learning.
- Staff do not always provide sufficient numbers of resources to engage all children in their play.

What the setting needs to do to improve further

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

- strengthen the organisation of activities for groups of children to further involve all those taking part, to help extend their interest
- develop the availability of resources further to engage all children in their play and learning.

Inspection activities

- The inspector observed staff interactions with the children and the quality of teaching during a range of activities, indoors and outdoors.
- The inspector spoke to parents, staff and children.
- The inspector completed joint observations with the manager.
- The inspector sampled documentation, including children's records, policies and procedures, and evidence of the suitability of staff.

Inspector

Jayne Godden

Inspection findings

Effectiveness of the leadership and management is good

The manager completes regular monitoring of children's achievements to track the progress they make and identify any gaps in their learning. She meets with staff on a regular basis to provide them with opportunities to discuss their practice and any additional training needs. Safeguarding is effective. The manager and staff have a good understanding of their responsibilities to keep children safe. They are confident in the procedures to follow should they have concerns about a child's welfare, including when children do not attend the pre-school. The manager has robust recruitment procedures. She ensures that new staff are not left alone with children until their suitability check comes through. This helps to protect children's welfare and safety. The manager has links with other settings that children attend, to share information and promote continuity of learning and care.

Quality of teaching, learning and assessment is good

Staff observe children's play and use this information to plan for the next steps in their learning. They encourage children to spend long periods of time in play they choose for themselves. Staff provide a range of opportunities for children to develop their early writing and communication and language skills. For example, children excitedly talk together while using rollers, brushes and water to draw pictures and write on the wall. Staff provide a range of activities to enable children to explore different materials and textures. For example, children mix water with flour and predict what will happen when they add more water.

Personal development, behaviour and welfare are good

Staff are good role models; they speak calmly and encourage children to form positive relationships, share and help each other. Staff have good relationships with parents who speak positively about the pre-school. Staff work with parents to involve them in their children's learning and help parents to support their children's learning further at home. Staff provide daily opportunities for children to take part in physical exercise indoors and outdoors. Staff encourage children to notice the effects exercise has on their bodies. Children learn the importance of leading healthy lifestyles. Staff provide nutritious snacks and talk to children about eating healthily. Children are confident and independent. They learn how to manage their own personal care routines and develop skills for the next stage in their learning.

Outcomes for children are good

All children make good progress. They develop a good range of skills ready for their next stage of their learning, including starting school.

Setting details

Unique reference number	143556
Local authority	Portsmouth
Inspection number	836664
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	81
Name of provider	St Nicholas Playgroup Committee
Date of previous inspection	28 January 2010
Telephone number	02392 426152

St. Nicholas Pre-School opened in 1962. The pre-school operates from St Nicholas church hall, in the Copnor area of Portsmouth, Hampshire. The pre-school is open each weekday morning from 9am to 11.45am, and on Tuesday, Wednesday and Thursday afternoons from 12.30pm to 3pm during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school receives Early Years Pupil Premium funding for eligible children. It employs 12 members of staff, all of whom hold suitable early years qualifications.

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