

Parade Community Preschool

Kipling Road, Portsmouth, PO2 9NJ



Inspection date	18 March 2016
Previous inspection date	14 July 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The committee members are not fully aware of the requirements of their role. Ofsted has not been informed of changes to the committee members, as required. This is also a breach of the Childcare Register.
- Staff do not consistently find out from parents what their children know and can do when they start pre-school, to plan for the next steps in their learning.
- The manager does not effectively monitor the progress that groups of children make in order to provide appropriate support to those who need extra help to catch up.
- Children are not always able to develop their independence skills fully.
- Self-evaluation is not effective in identifying breaches in legal requirements and weaknesses in practice to target areas to improve.

It has the following strengths

- Children enjoy their time at the pre-school. They have good relationships with the staff and each other. Children behave well and are confident.
- Staff have close links with other professionals who work with or are involved in children's care. They share information regularly to promote a shared, consistent approach to supporting children's learning.
- Parents are well informed about the learning opportunities that their children have at pre-school. Parents speak positively about the caring and approachable staff team.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve understanding of the notification requirements to ensure that Ofsted is informed of all changes to committee members in order to complete suitability checks, as required 	28/04/2016
<ul style="list-style-type: none"> ■ ensure the nominated individual is part of the committee, and Ofsted is informed of any change 	28/04/2016
<ul style="list-style-type: none"> ■ improve partnerships with parents to find out what their children know and can do when they start, to inform initial assessments and planning. 	28/03/2016

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

- develop further the monitoring procedures to identify gaps in groups of children's learning in order to help all children make the best possible progress
- strengthen the range of opportunities for children to extend their independence skills
- make effective use of self-evaluation to identify weaknesses in meeting requirements and to target areas to improve to raise outcomes for children.

Inspection activities

- The inspector observed the staff and children playing and interacting and spoke to them at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and deputy manager.
- The inspector spoke to parents who were available on the day of inspection and took note of their views.
- The inspector sampled relevant documentation, including records of staff and committee suitability checks, children's records and the self-evaluation form.

Inspector
Emma Dean

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager, who is the nominated individual, is not a member of the committee, as required. Ofsted has not been informed of changes to committee members in order to complete the required suitability checks. However, the impact on children is minimal. The committee members are not left unsupervised with the children. The manager has not developed effective procedures to monitor the progress that groups of children make. She does not use self-evaluation to identify the breaches in the legal requirements or the weaknesses in the quality of teaching accurately. The manager ensures all staff are suitably knowledgeable about child protection and what action to take if they have any concerns. Safeguarding is effective. The manager meets with staff to discuss their practice and arranges for them to attend additional training.

Quality of teaching, learning and assessment requires improvement

Staff do not always gather information from parents about what children know and can do when they start, to plan accurately for the next steps in their learning. Children's initial learning is, therefore, incidental rather than intended. However, children are happy and enjoy accessing the range of resources available. Once children are settled, staff observe their play and use this information to plan appropriate activities. For example, children enjoy playing games with paper clips, dice and lollypop sticks to match and identify numbers. Staff have made good use of funding to buy dual language resources to support children who are learning English as an additional language. Children take the books home to share with their parents.

Personal development, behaviour and welfare require improvement

Children are not consistently able to learn to do things for themselves to extend their independence skills. For example, they do not have the chance to measure their own ingredients when making dough. Children have the opportunity to be outdoors every day to support their physical well-being. Staff use a traffic light system to help children and parents learn about the importance of healthy eating. Children quickly learn that red indicates foods that they should not eat and green is the foods they should eat. Staff support children to behave well. For example, they use sand timers to encourage children to share and take turns with the ride-on cars.

Outcomes for children require improvement

Children make suitable progress in their learning; however, the lack of information about children's starting points does not enable staff to help children make the best possible progress. The monitoring procedures do not always effectively identify where children need help to catch up. Children are happy and develop good social skills. They develop some of the skills they need to be ready for the next stage in their learning.

Setting details

Unique reference number	143510
Local authority	Portsmouth
Inspection number	825835
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	81
Name of provider	The Parade Community Pre-School Committee
Date of previous inspection	14 July 2011
Telephone number	02392 651231

Parade Community Pre-school registered in 2000. It is based in Hilsea, Portsmouth. The pre-school is open Monday to Friday, from 8.30am to 4pm, during school term time. The provider receives funding to provide free early education for children aged two, three and four years and provides early years pupil premium funding. There are nine members of staff, who all hold relevant early years qualifications to at least level 3. The manager has Early Years Professional Status.

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.

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