

Brunel-Meredith Pre-School



Meredith Infant School, Portchester Road, Portsmouth, Hampshire, PO2 7HY

Inspection date	28 April 2016
Previous inspection date	15 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 use good teaching skills and plan meaningful activities to help each child make good progress.
- Children settle well in the welcoming surroundings. Children grow in confidence and form very positive, worthwhile relationships with other children, their key persons, and other adults who care for them.
- Priority is given to safeguarding children. All staff attend safeguarding training and know how to identify and protect children who may be at risk of harm.
- Staff use various ways to keep parents well informed about children's learning. They gather and share information effectively to promote children's development.
- Children's behaviour is very good. Staff set clear boundaries so that children know what they expect of them. Staff teach children to respect and care for each other.
- The manager has developed a positive culture of self-evaluation to make continuous improvements to staff practice that benefit children throughout the setting.

It is not yet outstanding because:

- Systems to analyse the progress of different groups of children are not yet fully developed to ensure staff plan and provide more tailored support.
- Staff do not always provide the best levels of support and interaction for the youngest children during outdoor play sessions.

What the setting needs to do to improve further

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

- develop the monitoring of the progress made by different groups of children, to ensure that all groups receive the tailored support they need to help them to achieve at the highest possible level
- provide better levels of support for the youngest children during outdoor play sessions.

Inspection activities

- The inspector spoke to parents, staff, children and the manager at appropriate times during the inspection.
- The inspector observed children and staff at play inside and outside.
- The inspector toured the premises and reviewed resources.
- The inspector sampled a range of documentation, including children's progress records, evidence of the suitability of staff, and policies and procedures.

Inspector

Tracey Hicks

Inspection findings

Effectiveness of the leadership and management is good

Staff work together to provide children with positive care and learning experiences. The manager and staff observe children's learning and regularly monitor their progress. Safeguarding is effective. The manager and staff have a good understanding of how to keep children safe. Staff have regular opportunities to develop their professional practice through training and effective ongoing support from the manager. They have recently attended training on new government safeguarding legislation to keep up to date with changes. Staff form good links with parents, external agencies and other professionals to meet the needs of each individual child.

Quality of teaching, learning and assessment is good

Staff gather information about the children from their families before they start so they know what children know and can do, and what they enjoy. Staff know the children well and plan activities that interest and motivate them. For example, building on children's interest in music, staff encourage them to match the sound to the instrument before they see what is being played. Children have regular access to outdoor play where staff continue to encourage their learning. For example, children search for numbered pebbles in the mud and learn to recognise numbers. Staff support children who are learning English as an additional language well. For example, they use picture cards to help children understand key words. Children learn about different cultures and countries through a broad range of activities and resources that staff plan and provide.

Personal development, behaviour and welfare are good

Children know the routine and settle quickly at the beginning of the day. Staff enable children to build their confidence and self-motivation skills. They plan the learning environment to enable children to make choices about where and what they want to play with. Staff are good role models. They value children's contributions and listen to what the children say, allowing them to be individual and follow their own interests and wishes. Children are independent in managing healthy routines, such as cleaning their teeth.

Outcomes for children are good

All children make good progress. They are independent and make choices about their play and learning. Children develop good literacy skills. For example, they listen intently and participate with enthusiasm during story time. Children develop good social skills and are well prepared for their next stage of learning.

Setting details

Unique reference number	143442
Local authority	Portsmouth
Inspection number	1047827
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 - 3
Total number of places	20
Number of children on roll	34
Name of provider	Brunel-Meredith Pre-School Committee
Date of previous inspection	15 January 2009
Telephone number	02392 652745

Brunel-Meredith Pre-School registered 27 years ago. It operates on the site of Brunel Junior School and Meredith Infant School, Portsmouth. The group is open Monday to Friday from 9.00am to 12.00am and from 12.05pm to 3.05pm, during term time only. The pre-school is in receipt of funding for children aged two and three years. A total of six staff work directly with the children. All staff hold a childcare qualification, including two staff who hold a qualification at level 5.

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