

# Brunel-Meredith Pre-School



Brunel Junior School, Wymering Road, Portsmouth, PO2 7HX

**Inspection date** 18 May 2017  
Previous inspection date 1 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The leadership team is enthusiastic about its role. The team is well supported by a knowledgeable parent-led committee. They make precise and effective action plans to support the ongoing development and improvements to the pre-school.
- Staff know the children well. They provide an inviting learning environment where children thrive. Children have many opportunities to play, explore and learn, supported by experienced, warm and friendly staff.
- Partnerships with parents and others involved in the care of children are well developed. Staff effectively share relevant information about children's learning and development. This helps to support consistency and continuity in children's care.
- Staff accurately monitor the progress that individual children make. They quickly identify any areas where additional support may be beneficial, and seek external professional advice as necessary. Children make good progress.
- Staff use additional funding carefully to maximise the positive impact on outcomes for children. For example, new remote controlled cars were purchased. This has built on children's physical skills and understanding of the world.

### It is not yet outstanding because:

- The new system for monitoring the progress that different groups of children make is not fully embedded to help staff track children's progress more precisely.
- Occasionally, staff complete tasks for children which they could manage themselves.

## What the setting needs to do to improve further

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

- make greater use of systems for monitoring the progress made by different groups of children to help raise outcomes for children to even higher levels
- make use of every opportunity for children to manage tasks themselves and build on their independence skills.

### Inspection activities

- The inspector observed, listened to and spoke to staff and children as they played indoors and outdoors during the inspection.
- The inspector sampled documentation, including suitability checks and children's records.
- The inspector held a meeting with the chairperson of the parent committee and management team to discuss the vision for the future of the pre-school.
- The inspector spoke to parents available on the day of inspection and took note of their views.
- The inspector completed a joint observation with the manager. Together they discussed how staff training and performance contributes to children's learning and development.

### Inspector

Emma Dean

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff are confident and knowledgeable about child protection, such as the signs that may indicate a child is at risk and what procedures to follow to report concerns. The manager supports staff to keep their practice current, for example, by offering them training opportunities. Staff qualifications and ongoing professional development has a positive impact on outcomes for children. For example, after attending a mark-making training day staff have identified new and exciting ways to engage children and support their early writing skills. Recruitment and ongoing staff supervision is robust.

### Quality of teaching, learning and assessment is good

Staff plan their curriculum carefully to help every child prepare for their move on to school. For example, staff incorporate specific physical exercises into the daily routine to support small-muscle development for later handwriting. Staff make accurate use of observations and assessments to monitor individual children's progress. Parents are involved in children's learning. For example, they have regular discussions with staff about their children's time at pre-school, and share achievements from home. Staff teach children to communicate very effectively. For example, all staff use visual prompts and signs alongside their spoken word to help children learn to communicate. Children who speak English as an additional language and those children who have special educational needs and/or disabilities are well supported.

### Personal development, behaviour and welfare are good

Staff support children's emotional development well. For example, they help children to understand their feelings, and how to manage any conflicts with friends. Staff and children form strong bonds. Staff encourage positive behaviour and offer warm praise. This helps raise children's self-esteem and confidence. Children behave well. Staff teach children about safety, for example, as they remind them of simple rules and boundaries. Children learn about the diversity of the wider world. For example, parents are invited to share different home experiences with the children. Staff build on children's awareness of their physical skills, for example, as they warm up at the start of the morning and wind down at the end.

### Outcomes for children are good

Children are confident communicators and they know when to ask for help. They are interested and motivated learners. For example, children show great persistence in making decorations despite difficulties making tape stick to the wall. Children understand simple game rules, such as taking turns. Children learn to recognise their written name and some children form letters. Children are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	143441
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1089661
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Brunel-Meredith Pre-School Committee
<b>Registered person unique reference number</b>	RP519690
<b>Date of previous inspection</b>	1 May 2015
<b>Telephone number</b>	02392652745

Brunel-Meredith Pre-School was established over 25 years ago. The pre-school is one of two pre-schools run by the same management team on the same site. It operates from an upstairs room of Meredith Infant School, in Portsmouth, Hampshire. The pre-school is open from 9am to 3pm, Monday to Friday, during the school term. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. Six staff work with the children, all of whom have appropriate early years qualifications at level 3 or above.

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