

Springwood Preschool

Copnor Methodist Church, 163 Copnor Road, Portsmouth, PO3 5BT



Inspection date

29 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are keen and motivated learners. For example, they explore with interest the activities, experiences and resources staff set out for them at the start of the day.
- Staff build strong relationships with parents. Parents say that they chose the pre-school for their positive approach to diversity and inclusion.
- Staff provide effective support for those children learning English as an additional language. For example, they use signs alongside spoken words and visual clues to help children understand the pre-school routines.
- Staff work effectively with other professionals involved in children's care and learning. This helps provide children with continuity and builds their self-confidence.
- The manager seeks the views of staff and parents to help her identify strengths and weaknesses in the pre-school. She uses well-targeted plans to help ensure ongoing developments and improvements.

It is not yet outstanding because:

- Staff do not plan and manage group activities effectively enough to consistently provide effective levels of challenge for all children.
- At times, staff do not organise the daily routines as well as possible. Occasionally, children are waiting and not engaged in activities or experiences.

What the setting needs to do to improve further

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

- review the planning and delivery of group activities to help consistently challenge children in their learning
- revise the organisation of routines to make sure children are fully engaged and do not have to sit waiting passively.

Inspection activities

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

Inspector

Emma Dean

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures her staff are knowledgeable about how to promote children's welfare and what actions to take if they have any concerns. Risk assessments are thorough, and detailed written policies are used effectively to help keep children safe. Staff recruitment, induction and monitoring of staff performance follow a robust process. The manager plans training to help continually develop staff's skills and raise outcomes for children. For example, staff attended an early language programme which has had a positive impact on the quality of their interactions with children and the progress children make in their communication development. The manager and staff thoughtfully use additional funding to bring maximum benefit to children. For example, they have developed the outdoor environment as an area for all children to enjoy, play and learn.

Quality of teaching, learning and assessment is good

Accurate use of observations and monitoring the progress children make help the manager and her staff to support each child's learning and development. For example, children who have special educational needs and/or disabilities have additional support as necessary. Staff involve parents in their children's learning. For example, staff invite parents to stay-and-play sessions before children start, and they ask them to share learning and development information about their children. All children make good progress from their starting points.

Personal development, behaviour and welfare are good

The manager has built strong relationships with the local school. Children are well prepared for the transition to school. For example, the manager arranges for children to play in the school playground and classrooms with their friends and the pre-school staff. Staff support children's physical development well. For example, they teach children how to use long-handled brushes to sweep the outdoor environment. This helps them develop their muscles and eventually their handwriting skills. Staff use simple rules effectively to help children keep safe. For example, staff promote 'walking feet' and 'listening ears' indoors and when moving between rooms. Children behave well.

Outcomes for children are good

Children are confident and independent. For example, they enter the pre-school happily and quickly settle to explore and play. Children learn to take turns, such as when using knives to cut up their fruit and butter crackers at snack time. They develop good manners and learn to communicate with staff and with their friends. Children begin to learn the sounds letters make, and they recognise their written name. For example, they play games to help them identify the first letters of their name and have coat pegs with their name on.

Setting details

Unique reference number	EY490909
Local authority	Portsmouth
Inspection number	1016242
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	90
Number of children on roll	71
Name of registered person	Rachael Louise Clarke
Registered person unique reference number	RP907942
Date of previous inspection	Not applicable
Telephone number	07889980712

Springwood Preschool registered in 2015. It is located in Copnor, Portsmouth. The pre-school is open Monday to Friday, from 9am to 3pm, during school term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are eight staff working with the children, of whom seven have early years qualifications at level 3.

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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