

Portland Place Pre-School

Sutton cum Lound C of E School, Portland Place, Sutton, RETFORD, Nottinghamshire,
DN22 8PP



Inspection date

Previous inspection date

6 July 2017

23 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager and staff have a clear commitment to continuous improvement. They have developed a challenging and targeted plan for ongoing development. They have a positive attitude to change and have successfully addressed actions raised at the last inspection.
- Staff support children's social skills well. For example, they teach children to manage their feelings and resolve any conflicts that arise. Staff are positive role models and manage children's behaviour well. Children are well behaved. They learn to share, take turns and be polite and considerate towards each other.
- Staff carry out precise observations and assessments of children's learning and have a secure understanding of how to plan for all areas of learning very well.
- Partnerships with parents are strong. Staff provide parents with regular feedback and summaries to keep them informed about their children's good progress and development. Parents speak highly of the staff team. They comment that their children thoroughly enjoy their time at the pre-school.
- Since the last inspection, staff have made better use of strong questioning techniques and offer plenty of chances for children to share their thoughts and ideas.

It is not yet outstanding because:

- The manager has not fully considered ways parents can contribute to the self-evaluation process to identify further improvements to the provision.
- Staff do not make the most of all opportunities to promote children's understanding of the people and communities beyond their own environment.

What the setting needs to do to improve further

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

- improve ways for parents to contribute their views to self-evaluation to help identify improvements and extend the good partnerships with parents even further
- provide more opportunities for children to gain understanding of the people and communities beyond their immediate environments.

Inspection activities

- The inspector observed children's play and staff interactions with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector looked at a range of documentation, including policies and procedures, staff suitability checks and records of children's progress.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are well trained in the procedures to help keep children safe from harm. They have a secure understanding of how to respond in the event of a child protection concern. Robust recruitment procedures are in place to help ensure that staff are suitable to work with children. Management has an effective programme of supervision and professional development and all staff are qualified. This has a positive impact on outcomes for children and helps staff keep up to date with their knowledge and skills. The manager monitors and tracks the progress of individuals and groups of children so that she has a clear overview of all children's progress. She uses this information to make sure children receive additional support when necessary.

Quality of teaching, learning and assessment is good

Well-qualified staff demonstrate good interactions with the children to support children's communication and language skills. For example, staff interact with children and teach them new words during activities. Staff engage well with children in their play and enthuse children's passion for learning. For example, staff are animated as they tell children stories using a variety of props. Staff and children routinely check the indoor and outdoor premises to help reduce any risks to children's safety. Children are very competent at carrying out their own risk assessments and identifying any risks. They confidently use pens to mark what they have seen on a laminated pictorial document. Staff provide lots of opportunities to extend children's literacy skills. They encourage children to practise their early reading and writing skills during everyday activities.

Personal development, behaviour and welfare are good

Staff successfully create a friendly, family environment. They work effectively with other professionals, including health visitors and the local authority, to benefit children. The key-person system ensures staff provide good continuity of care and teaching. As a result, children are well settled, happy and have warm relationships with all staff. Staff teach children the importance of healthy lifestyles. They sit and eat lunch with the children as part of helping them to develop their social skills. Children are physically active and enjoy their play outdoors. They thoroughly enjoy playing in the water, riding wheeled toys and climbing and balancing.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for their next stages in learning. This includes those for whom the provider receives additional funding. Children are curious, motivated learners and make confident choices in their play. Their early mathematical skills are emerging as children learn about numbers and size, for example, as they build towers in the construction area. Children show good levels of listening, concentration and interest; for example, as they construct cakes and snow people with play dough. Strong links with the host school help to prepare children emotionally for starting school.

Setting details

Unique reference number	EY434128
Local authority	Nottinghamshire
Inspection number	1079286
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	20
Number of children on roll	35
Name of registered person	Portland Place Pre-School Committee
Registered person unique reference number	RP530988
Date of previous inspection	23 November 2016
Telephone number	01777 705 990

Portland Place Pre-School registered in 2012. The pre-school employs six members of childcare staff; five of whom hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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