

Regents Park Community Preschool



Tanners Brook Community Room, Elmes Drive, Regents Park, Southampton,
Hampshire, SO15 4PF

Inspection date	11 July 2017
Previous inspection date	13 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 quality of teaching varies between the staff. Some staff miss chances to interact with children during activities to extend their learning and development effectively.
- Staff provide a varied range of play experiences for children. However, some activities are mundane and lack a good level of challenge to help children move on in their learning. Not all children make as much progress as they could.
- Parents receive information about their children's progress, but they are not actively encouraged to share children's achievements at home to help promote continuity.
- The provider's self-evaluation is not strong enough to help identify all areas where improvement is needed to provide good-quality care for children.

It has the following strengths

- The management team has worked closely with outside agencies to address weaknesses and continue to support the acting manager with developing the provision.
- Staff are friendly and caring. They provide consistent messages for children to help them to learn to manage their behaviour and play cooperatively.
- Children have daily opportunities to be active, enjoy fresh air and have fun outdoors as they join in the physical activities which help them to be healthy.
- Children enjoy stories and happily cuddle up with a member of staff to share a book.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| ■ improve the quality of staff's interactions and develop their skills and understanding of how to extend children's learning to raise teaching to a consistently good level | 03/10/2017 |
| ■ improve the organisation of resources, space and activities, indoors and outdoors, to provide children with challenging learning experiences that keep them motivated and engaged. | 03/10/2017 |

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

- develop the current arrangements used to support and involve parents in their children's learning and development further
- develop the self-evaluation process further to identify all areas for improvement and focus on teaching and learning, to raise the quality of the provision to at least good.

Inspection activities

- The inspector observed activities, indoors and outdoors, and the interaction between the staff and children. She also looked at the play equipment and resources.
- The inspector completed a joint observation with the acting manager to discuss the impact of teaching after viewing activities.
- The inspector spoke with the acting manager, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records, planning and staff suitability records.
- The inspector looked at, and discussed, systems used to evaluate the pre-school.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the management team and acting manager have welcomed support from external agencies to help them improve. For example, all the staff have completed training on safeguarding procedures and behaviour management. However, there are still weaknesses in the quality of teaching. The acting manager oversees the staff practice suitably. She has identified individual training needs to help staff develop their knowledge and skills further. New systems of observation, assessment and planning for children's learning have been introduced and are still being embedded. Safeguarding is effective. Staff have a clear understanding of their role and responsibility to protect children and what to do if they have concerns. Appropriate recruitment and vetting arrangements are followed to check staff suitability. The management team is developing self-evaluation arrangements, but they do not yet cover all aspects of the provision sufficiently to drive improvement.

Quality of teaching, learning and assessment requires improvement

Staff's understanding of how to support children's learning varies. Although they get involved in children's play, they do not extend children's learning well enough. They talk with children to encourage conversation appropriately, but miss opportunities to model language. Children enjoy joining in songs and rhymes, and they listen well as they learn about the sounds letters make. The older children eagerly join in discussions about creatures that live in the sea. Staff follow their interests, encouraging them to draw pictures of the creatures. This generates excitement as children proudly tell others, 'I can draw a snail', while others talk about the whales they are drawing. Children have regular opportunities to use their senses to explore materials such as paint, sand and water.

Personal development, behaviour and welfare require improvement

Staff do not use space and resources well enough to provide children with purposeful play experiences. Children are keen to get involved in activities but often lose interest. Children are able to select some equipment independently, such as choosing their own paper and crayons from the creative trolley. Children show that they have trusting relationships with staff and are confident to ask for help when needed. Staff give gentle reminders and use sign language to teach children to use their 'walking feet' indoors and to turn on their 'listening ears' at group times. Children listen and cooperate well.

Outcomes for children require improvement

Children settle well and enjoy their time at pre-school, but they do not make good enough progress in their learning. Children learn some skills that help them become ready for school. For example, they show developing independence in caring for themselves, such as using the toilet without help and selecting their own snacks. Children who have special educational needs and/or disabilities receive appropriate support as staff link with the parents and other professionals.

Setting details

Unique reference number	131554
Local authority	Southampton
Inspection number	1086721
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	28
Number of children on roll	52
Name of registered person	Regents Park Pre-School Committee
Registered person unique reference number	RP905013
Date of previous inspection	13 February 2017
Telephone number	023 80703571

Regents Park Community Preschool registered in 1989. The pre-school operates on Monday to Friday from 8.15am to 3.45pm during school term times and offers a morning session, a lunchtime session and an afternoon session. The setting receives funding for the provision of free early education for children aged three and four years. There are 9 permanent staff employed to work with the children and, of these, seven hold early years qualifications to level 3. Another member of staff holds an early years qualification to level 2.

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