

# Portland Bill Pre-School Regina Road Community Centre



110 Regina Road, South Norwood, London, SE25 4TW

## Inspection date

18 January 2018

Previous inspection date

14 November 2014

<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

- Partnerships with parents and outside professionals are good. Staff support children's individual needs well, including those who have special educational needs (SEN) and/or disabilities. This helps to provide a consistent approach.
- Staff provide parents with good opportunities to be involved in their children's learning. For example, they provide them with ideas to extend their children's learning at home.
- Staff build secure attachments with children. They support them to settle easily, feel safe, secure and confident.
- Children learn about the natural world around them, such as when they play in the mud kitchen. This encourages them to explore and investigate during activities.
- The quality of teaching and learning is good and responsive to children's needs. For example, staff help teach children to become independent learners and develop the skills they need for future learning.

### It is not yet outstanding because:

- Although staff monitor the progress of individual children effectively, they do not precisely identify trends and gaps in learning of different groups of children, to help them evaluate the effectiveness of learning overall.
- Staff do not always make the most of opportunities to develop children's understanding about diversity and each other's differences.

## What the setting needs to do to improve further

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

- strengthen the tracking and monitoring of children's progress to more precisely identify trends and gaps in learning of different groups of children
- enhance and increase the opportunities children have to develop their understanding about diversity and each other's differences.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector spoke to parents, staff and children, and took account of their views.
- The inspector looked at relevant documentation, such as self-evaluation, learning and development records, and evidence of suitability of staff.

### Inspector

Janine Scott

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a good knowledge of the early years foundation stage and implements it successfully. She completes regular supervision with her staff and they attend training to keep their practice up to date. For example, a recent training has encouraged staff to reflect on the environment and they introduced a mud kitchen and digging area for children to explore. Staff make good links with other settings children attend, to share information. For example, they share planning and tracking to provide continuity. The arrangements for safeguarding are effective. The manager and staff complete child protection training regularly to keep their practice and knowledge up to date. They have a good understanding of safeguarding procedures and know how to implement them to protect and keep children safe from harm. The manager effectively reviews the quality of the provision and uses the information to set high standards and drive improvements.

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

Staff get to know children when they start, by gaining information from parents and through observations and assessments. They use this information to offer a range of resources and plan activities, to engage children well throughout the day. For example, they introduce wigs and glasses to music time and provide instruments for children to develop their individual creativity. Staff effectively enhance children's language and communication skills. For example, they introduce new words, such as 'treasure', when digging in the outside area. Staff follow children's interest well when playing to extend their learning further. For example, when children wish to dig for worms, staff discuss which spade would be suitable.

### Personal development, behaviour and welfare are good

Staff provide a welcoming environment where children are happy and settled. Staff are good role models and teach children what they expect of them. For example, children discuss the need for a sand timer to share resources fairly and take turns. Children learn about healthy lifestyles and the importance of exercise. For example, they have daily opportunities to play outdoors in a well-resourced environment and staff offer healthy snacks, such as fruit and yoghurts. Furthermore, the dentist visits regularly to support children to understand how to take care of their teeth. Children develop good independence as staff plan the environment well, so resources are accessible to encourage children's self-help skills, such as tissues for them to blow their nose. Staff support children to learn about how to keep themselves safe. For example, they wear helmets when playing on the concrete with scooters.

### Outcomes for children are good

Children learn skills which prepare them well for their next stage in learning, including the move to school. All children make good progress from their starting points. Children develop good mathematical language and skills, and use them independently. For example, children count how many dolls they have and discuss who has more or less.

## Setting details

<b>Unique reference number</b>	EY380098
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1071047
<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>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Roseanna Margaret Lukeman
<b>Registered person unique reference number</b>	RP909940
<b>Date of previous inspection</b>	14 November 2014
<b>Telephone number</b>	07908769357

Portland Bill Pre-School Regina Road Community Centre registered in 2008. It operates from a community building on a large estate in South Norwood in the London Borough of Croydon. The pre-school opens Monday to Friday during term time only. Various sessions are available between 7.45am and 4.30pm. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school employs eight staff, four of whom hold National Vocational Qualifications at level 3.

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