

Brunel-Meredith Pre-School



Meredith Infant School, Portchester Road, Portsmouth, Hampshire PO2 7JB

Inspection date	25 April 2019
Previous inspection date	28 April 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager's and room leaders' passion and determination for excellence provides the children with the highest level of care and education.
- The team of practitioners creates an exceptionally welcoming and engaging environment for all children.
- Children demonstrate they feel safe and secure in the setting through their exceptional behaviour. They have extremely strong and supportive relationships with the practitioners who look after them.
- Practitioners show an extremely strong awareness of the importance of supporting children's emotional well-being. They work hard to help children understand how they are feeling. This helps children to recognise and manage their emotions well.
- Parents speak extremely highly of the setting and the support their children receive. They are particularly happy with how their children are supported for the next stage of their learning. For example, children are encouraged to dress themselves and recognise their names.
- Equality is at the heart of the setting. The practitioners support children with special educational needs and/or disabilities and those who speak English as an additional language exceptionally well. The practitioners show excellent commitment to working with other early years professionals and other agencies to support children who require additional help. This has contributed to the rapid progress all children make.

What the setting needs to do to improve further

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

- continue to develop the excellent range of activities to consistently challenge children and provide further risk-taking outdoors.

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning and development in both classrooms.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.
- The inspector completed a joint observation with the room leader to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.

Inspector

Hayley Doncom

Inspection findings

Effectiveness of leadership and management is outstanding

The manager has an inspiring vision for the setting and actively reflects on practice which has a positive impact on children. The manager places a strong focus on the professional development of her staff. Practitioners attend an exceptional range of training opportunities. For example, recently a staff member attended a training course to support children's literacy skills. This has been exceptionally effective in sharpening the teaching of letters and helping children to understand the sounds they represent. Safeguarding is effective. Practitioners demonstrate that safety of children is paramount. They have a robust understanding of how to keep children safe. This includes continuing to develop the range of activities to enable children to take more risks when playing outside and providing even higher levels of challenge to enrich their learning.

Quality of teaching, learning and assessment is outstanding

Teaching is consistently strong. Practitioners plan exceptionally well for children's individual needs, including meticulously organising the environment. There is a strong focus on promoting children's communication and language skills within all activities. For example, children are captivated by the story 'Goldilocks and the Three Bears'. Therefore, practitioners plan an exciting activity with different sized bowls to help children excitedly recreate the story. The highly focused teaching of language is thoroughly embedded within the daily routine. For example, older children delight in themed stories which help them to develop an extensive range of new words and vocabulary.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and settled when they arrive at the setting. They have exceptionally strong attachments with their key staff and make friends easily. The session gets off to a calm, swift start and children settle very quickly into group registration time. Practitioners create a culture of mutual respect. For example, children listen and value each other's wishes when setting up a sound lotto game. Children are exceptionally creative, eager and enthusiastic learners. They roll large hoops excitedly down ramps and delight in watching them move. Children are captivated by the various marks and patterns different sized paintbrushes make. Practitioners work hard with children to teach them an in-depth understanding of personal care routines. For example, children practise essential skills, such as cleaning teeth thoroughly, using relevant role-play resources. This enables children to learn in an enjoyable, creative and practical context.

Outcomes for children are outstanding

Children make exceptional progress from their starting points. They are supported and challenged to achieve the very best outcomes. Those children that need additional support are identified early and a plan is made in partnership with parents for intervention. Children are prepared exceptionally well for the next stage of their learning and for starting school. For example, children begin sounding out letters and blending letters to read three-letter words during a robot game. Younger children develop high levels of confidence in expressing themselves within a larger group.

Setting details

Unique reference number	143442
Local authority	Portsmouth
Inspection number	10072429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	43
Number of children on roll	93
Name of registered person	Brunel-Meredith Pre-School Committee
Registered person unique reference number	RP519690
Date of previous inspection	28 April 2016
Telephone number	02392 652745

Brunel-Meredith Pre-School registered in 1991. It operates on the site of Brunel-Meredith Infant School, Portsmouth. The group is open Monday to Friday from 9am to midday and from 12.05pm to 3.05pm, during term time only. The pre-school is in receipt of funding for children age two and three years. A total of nine staff work directly with the children. Eight staff members hold a childcare qualification, including two staff who hold a qualification at level 5 and one at level 6.

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