

Inspection of Portland Place Pre-School

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

Inspection date: 7 June 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, comfortable and confident. Staff support children to build a sense of self and pride. They talk about their likes and dislikes and encourage children to do the same. Children learn to be proud of what they achieve. Staff help them to identify things they can do and praise them when they achieve something new.

Positive attitudes to learning are embedded by staff as they engage frequently with children. This supports children to engage for prolonged periods. Because of this, children learn new skills, such as how to spin a hoop around their bodies independently.

Children develop friendships with one another. Staff support the building of these friendships as they encourage children to join others' play. Children learn to be polite and kind to one another. They are encouraged to use good manners, such as when asking for a turn with the toys. They enjoy the responsibility of carrying out tasks and working with their friends. Children help staff to set up certain items in the garden. They learn to risk assess the outdoor space together. For example, they check the gates are locked and the slide is safe to use.

What does the early years setting do well and what does it need to do better?

- Staff and managers have a strong understanding of child development and what they want children to learn. They plan their environments using children's next steps and their interests. They also plan experiences and outings that children may not get elsewhere. For example, staff take children to visit the library and the local church. This helps children to develop a knowledge of their community and the world around them.
- Staff support children to develop their mathematical knowledge. They introduce children to numbers and quantities. Children are encouraged to count frequently and count items during their play. Staff ask older children to subtract and add amounts together. They encourage children's understanding of shapes in the environment as they join in fun activities and games. Children are encouraged to find the location of the shapes that they hide.
- Children develop physically. Outside, staff set out an obstacle course for children to balance and jump across. Children learn to climb, slide, run and move their bodies in a variety of ways. Their small-muscle skills are developing as staff encourage them to use chalk and pencils to make marks.
- Staff support children's imagination. Outside, children sit on seats and pretend to go on a journey with staff to the beach. Staff encourage children to use their imagination and come up with locations to visit. Children suggest they visit London to see the king in his castle.

- The manager has processes in place to support staff. Staff state they feel well supported and are happy to speak to managers about personal and work-related issues. They recently attended training to understand different behaviours. Staff now feel more confident to support a broader range of children's needs.
- Parents are happy with the pre-school. They comment on the good level of communication they receive daily. Staff share what their children have been doing that day, as well as their next steps in learning. Parents add that they feel supported by staff who share strategies to help support children's learning at home. They say the pre-school has been instrumental in their children's development and progress, especially in communication.
- Generally, children learn to behave well. They listen to instructions and follow daily routines. However, staff are not always clear on what they expect of children. For example, during group times, as staff attempt to read a story, some children sit and talk to one another or fiddle with items they find close by. Staff do not encourage children to listen or remind them what they expect.
- Overall, staff support children's communication and language. They use signs and gestures to accompany their speech to help support children's understanding. Staff sing with children frequently and read stories to enhance the children's vocabulary. The majority of staff appropriately repeat language back to children. However, some staff shorten words or miss words out of sentences. This means children are not consistently supported to understand the correct use of language.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have strong knowledge of the signs and symptoms of abuse. They attend safeguarding training to support their understanding of local safeguarding concerns, such as domestic violence and radicalisation. Managers have processes to ensure children are safe and their families are supported. Staff and managers are confident to make a referral to appropriate agencies if required. They ensure the environment is safe for children. Staff regularly risk assess the environment and make adaptations where necessary. Managers follow a rigorous recruitment process to ensure new staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to have consistently high expectations when helping children to manage their behaviour and understand what they expect of them
- strengthen staff's modelling of words to help develop children's speaking skills further.

Setting details

Unique reference number	EY434128
Local authority	Nottinghamshire County Council
Inspection number	10276217
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	30
Name of registered person	Portland Place Pre-School Committee
Registered person unique reference number	RP530988
Telephone number	01777 705 990
Date of previous inspection	6 July 2017

Information about this early years setting

Portland Place Pre-School registered in 2012 and is located in Retford, Nottinghamshire. The pre-school opens Monday to Friday, during term time. Sessions are from 7.45am until 3pm. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications between level 2 and level 5. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during the morning session.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a sample of key documentation, including evidence of staff's suitability.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023