

Northern Pre-School

Northern County Junior & Infant School, Richmond Rise, Fareham, Hampshire, PO16 8DG



Inspection date

Previous inspection date

25 April 2018

2 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The well-established and enthusiastic staff team provides children with a good range of teaching experiences. Staff have a strong knowledge of each child's needs. All children, including those who are learning English as an additional language, make consistent progress and thoroughly enjoy their time at the pre-school.
- Children behave very well. Staff give children lots of praise to acknowledge their efforts and encourage them. Staff manage minor conflicts sensitively to help children develop good social skills, such as sharing and taking turns.
- Staff regularly observe children and monitor their progress. They identify individual next steps, and through their teaching help children to achieve their goals and catch up where at risk of falling behind.
- The manager and staff work closely with parents to help meet the needs of the children. For example, they regularly share details about children's progress and future learning.

It is not yet outstanding because:

- Sometimes, staff are keen to give children more choices in their play; however, this interrupts those children who are absorbed in purposeful play and stops them being able to complete their own learning agenda.
- The manager does not make the most of the setting's effective system to evaluate practice to further improve the quality of practice to the highest levels.

What the setting needs to do to improve further

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

- improve the way some routine choices are offered to children so that those already absorbed in their own learning are not interrupted unnecessarily
- strengthen the use of self-evaluation and reflective practice to increase the potential to deliver the highest-quality provision and excellent outcomes for children.

Inspection activities

- The inspector observed practice and staff interactions with children and assessed the impact of these on their learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements, and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff who work with children and children's developmental records of progress.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. Staff supervise children well and make checks to ensure the premises are safe and secure. Recruitment procedures are robust. Overall, the management team supervises staff performance well and ensures they benefit from ongoing training opportunities. For example, staff have received training to promote children's listening and attention skills, and careful monitoring shows this targeted intervention is helping children's overall development. Effective partnership working with other professionals ensures that children who have special educational needs and/or disabilities are supported well. Parents are complimentary about the setting and staff and say that their children are happy and make good progress in their learning.

Quality of teaching, learning and assessment is good

The staff team is qualified and experienced. It provides children with learning experiences that motivate them well and ignite their curiosity. For example, staff support younger children to explore symmetry through painting activities. Staff join in with children's play and use questions to help them think. For example, staff working with older children challenge them to recall facts about the life cycle of butterflies. Staff help children to extend their mathematical skills. They model counting and use language for size and shape as children play. Staff involve children in simple tasks to develop their independence skills. For example, they encourage them to take care of their possessions and put on their own shoes and coats.

Personal development, behaviour and welfare are good

Staff interact very positively with the children. They demonstrate a genuine interest in what the children are doing and have to say. Children express themselves with high levels of confidence and self-esteem. Staff provide opportunities for children to explore similarities and differences between themselves and others, such as through books and role play. Children thoroughly enjoy being physically active in the outdoor environment. They engage in activities that help them manage their own risks in play. For example, they take turns to swing on monkey bars, organising who is going next and sharing safety advice on where to stand when waiting for their go.

Outcomes for children are good

Children make good progress in their learning, given their individual capabilities. They communicate confidently. Children enjoy listening to stories, understand instructions to tidy away toys and ask questions of visitors. Younger children join in with singing and action songs enthusiastically. Children gain the skills needed for the next stage of their learning.

Setting details

Unique reference number	507933
Local authority	Hampshire
Inspection number	1128322
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	52
Number of children on roll	73
Name of registered person	Northern Pre School Committee
Registered person unique reference number	RP519740
Date of previous inspection	2 July 2015
Telephone number	023 92326245

Northern Pre-School registered in 1994. It is located in Portchester, Hampshire. The pre-school is open from 8am to 4pm during school term times. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs nine members of staff, all of whom hold relevant early years qualifications at level 3 or above. Of these, one holds a qualification at level 6.

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