

Little Spinnakers Pre-School



United Reformed Church, 239 Milton Road, Portsmouth, Hampshire PO4 8PH

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| Inspection date | 29 March 2019 |
| Previous inspection date | 3 March 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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 manager and staff create a warm and welcoming environment for children. They are patient and encouraging, helping children to feel valued.
- Children demonstrate good behaviour and show kindness to all. Staff and children of all ages have a mutual respect for one another.
- Staff provide good support for children with special educational needs and/or disabilities. They work successfully with outside agencies to be consistent in helping children to catch up in their learning.
- Staff observe children and track their progress. Most children make good progress and are achieving in line with expectations for their age.
- Parents are successfully kept up to date with their children's progress. They attend regular consultations and staff share ideas to extend children's learning at home. However, staff do not obtain enough information from parents about what children already know and can do when they start, to help them plan precisely from the outset.
- The manager does not seize enough opportunities to help children and staff learn how to keep themselves safe in cases of emergency, for example, by completing regular fire drills, in line with the setting's policies and procedures.
- Staff have not fully considered different ways to help to support children who speak English as an additional language, to help close gaps in achievement more swiftly.

What the setting needs to do to improve further

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

- gather more precise information from parents about what children already know and can do on entry to the pre-school, to fully inform planning from the outset
- ensure that all children and staff have more opportunities to practise how to keep themselves safe, for example in the event of an emergency
- implement a wider range of strategies to enhance the level of support for children who speak English as an additional language, to help them to develop their understanding of English more rapidly.

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 of 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 working directly with children and children's developmental records of progress.

Inspector
Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear understanding of the procedures to follow should they have any concerns regarding children's welfare. Staff are motivated and eager to improve the outcomes for children. For example, following recent training, they provide opportunities for children to grow vegetables to develop their understanding of the natural world and how things grow. Recruitment procedures are good. The manager follows effective systems to ensure staff are appropriately vetted and suitable for their role. Staff receive ongoing support from the manager and spend time each week reflecting on their provision, planning improvements and future activities for the benefit of all children.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities, indoors and outside, that promote all areas of learning. Older children use mathematical language as they play and staff support them to count beyond 10, for example when counting the number of children in the group. Children have the freedom to go outside whenever they wish, and staff planning helps ensure that those children who learn best from being outside are able to do so. Staff promote younger children's emerging language skills effectively. For example, they bring stories to life when they introduce puppets, encouraging children to become actively involved in the story as it is told, improving understanding and listening skills.

Personal development, behaviour and welfare are good

Children follow good hygiene routines and experience sociable snack times and mealtimes. Staff help children to learn about keeping healthy and all children spend time in the outdoor area, enjoying the fresh air. They begin to understand the effect that physical exercise has on their bodies and demonstrate high levels of large-muscle control and coordination. For example, they climb a range of frames in the garden and test their balance as they make their way down ramps and slides. Additional funding has been used to offer all children opportunities to join in with music and sports sessions, as such improving their creative and physical skills effectively.

Outcomes for children are good

Children develop independence and confidence as they freely choose from the resources available. Children's understanding of diversity is developing and they are encouraged to respect each other and value differences. Children show curiosity and self-assurance as they engage in conversations with visitors. For example, children want to know why they are there and what they are doing. Overall, children gain skills that will prepare them for the next stage in their learning.

Setting details

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| Unique reference number | EY415088 |
| Local authority | Portsmouth |
| Inspection number | 10074572 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 40 |
| Number of children on roll | 58 |
| Name of registered person | Little Spinnakers Pre-School Committee |
| Registered person unique reference number | RP904677 |
| Date of previous inspection | 3 March 2016 |
| Telephone number | 02392 177281 |

Little Spinnakers Pre-School registered in 2010. It is managed by a committee of parents. The pre-school operates Monday to Friday from 8am until 4pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The pre-school employs 11 members of staff to work with the children; of these, three hold a qualification at level 5, six staff hold a qualification at level 3 and one holds a qualification at level 2.

This inspection was carried out by Ofsted 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.

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