

# Little Saints Community Pre-School

Inspection report for early years provision

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**Unique Reference Number** 109877

**Inspection date** 27 April 2007

**Inspector** Susan Mann

**Setting Address** All Saints Church Hall, Rownhams Road, North Baddesley, Southampton, Hampshire, SO52 9EU

**Telephone number** 07910 181381

**E-mail**

**Registered person** Little Saints Community Pre-School

**Type of inspection** Integrated

**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Saints Community Pre-school opened in 1980. It operates from a room in a church hall in North Baddesley. The pre-school serves mainly the local area.

There are currently 67 children on roll, including 57 children who are funded. Children are aged between two years nine months and five years. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday and 12:30 until 15:00 Tuesday, Thursday and Friday.

Eight part-time and two full-time staff work with the children. All staff hold an appropriate early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop a good understanding of the importance of routines and foods to promote their health and well-being. Effective procedures ensure that children are protected from the spread of germs and sickness. For example, children know to wash their hands before eating snack, and dry their hands on paper towels to limit the spread of infection. Children receive proper care in the event of them having an accident or becoming unwell whilst at pre-school. This is because all staff are suitably trained in first aid and the correct documentation and resources are in place, such as parental consent for treatment and a well stocked first aid box.

Children enjoy a sociable and jolly snack time where they benefit from a variety of healthy foods. They use a café-style arrangement which means that children can come along to eat and drink when they wish. This helps cater for the individual needs of children because they can eat when they feel hungry. Children and adults enjoy chatting with one another as they eat and drink. Staff develop children's understanding of which foods are healthy by encouraging discussion about the benefits of eating fruit and vegetables such as bananas and cucumber. Children's health is assured because staff are diligent in providing for children who have specific dietary needs.

Children flourish because they are able to play indoors and outdoors. Their physical health is fostered because they have frequent opportunities for fresh air and exercise each session. They enjoy a range of indoor activities which help them to develop their physical co-ordination. For example, two children take it in turns to throw balls at a Velcro target board. Meanwhile, another dances across a musical stepping stones mat, deftly hitting the right spots to make the sounds. Outdoors, children have plenty of opportunity to run around in the fresh air. They enjoy a wide range of exciting activities outdoors. Children use their bodies to stretch and bend as they 'paint' the fence panels with water, and they enjoy digging in a tray of gravel to hide and uncover dinosaurs. Children smile happily as they participate in an outdoor musical and movement activity. They enthusiastically exercise different parts of their bodies. This activity also develops an understanding of their own bodies, as well as increasing their level of physical fitness.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe by vigilant staff who prioritise the children's welfare. Comprehensive procedures ensure that premises are suitable for children to play, such as thorough daily checks on equipment, and on the indoor and outdoor environments. The premises are secure and staff carefully supervise children on arrival and departure to ensure they are safe and sound. Children learn to keep themselves safe because staff encourage them to consider the safety impact of their actions. For example, when a child leaves some cars on a step, a member of staff talks to him about how someone could easily trip over them, and so he moves them.

Children benefit from playing with a variety of equipment. Resources are suitable and well presented both indoors and outdoors, making them inviting for children to use. Some resources, such as craft and mark making supplies, are presented in low level storage which enables children to develop their independence because they can access these without requiring adult help.

Children are protected from harm and neglect because staff have a clear understanding of their roles and responsibilities with regard to safeguarding children's welfare. Staff are knowledgeable about how to recognise symptoms of abuse, and have good recording and reporting procedures in place. This practice is underpinned by a thorough child protection policy which provides detailed explanation of responsibilities and required actions. Parents are able to read this document as it is available with other policies on the pre-school notice board. However, it is very detailed which makes it difficult to read quickly in order to understand the main aspects of the pre-school's responsibilities for safeguarding children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in the pre-school. There is a great deal of laughter and talking amongst the children, and between them and the staff which produces a good humoured and cheerful atmosphere. Younger children enjoy the company of the older children, who provide good role models as they play comfortably alongside one another. Children are confident to try different experiences and explore new aspects of an activity. They are engaged in their play, and they follow the routines of the session with great self assurance.

### **Nursery Education**

The quality of teaching and learning is good. Children enjoy a wealth of different opportunities. They are encouraged by staff who are kind and patient. Staff work very well together as a team, and all display great affection for the children. They adopt a positive approach and provide a good level of support for children to enable them to progress. All staff are knowledgeable about the Foundation Stage and are skilled at providing children with a variety of opportunities to learn whilst having fun. For example, when 'painting' the fence outside, children are encouraged to think about who can paint the highest, and why that might be so. A four year old correctly identifies that she can paint the highest, and it is because she is the tallest of the group and so can reach higher than any other child.

Children's learning is carefully monitored and evaluated through an effective system of observation, assessment and curriculum planning. Each child has their own keyworker who oversees this process. They have a clear understanding of the ability of each child. Before a child begins at the pre-school, staff gain valuable information from parents about what a child is able to do and their likes and interests. This provides a starting point from which staff design the significant next steps of learning and development, planned individually to suit each child.

Children's learning is enhanced because this process of assessment is ongoing and is effectively used as a tool to plan the curriculum. Children's learning is regularly assessed through the making of spontaneous observations, and progress is recorded. This enables keyworkers to ensure that future planning of the curriculum takes into account the needs and interests of each child, which allows for successful progression through the Foundation Stage via a play based curriculum.

Children make good progress in all areas of learning. They enjoy a varied curriculum that incorporates both planned and spontaneous learning opportunities. Children demonstrate great interest in books and stories. For example, they listen intently to the story 'Captain Duck', anticipating what is going to happen next and responding appropriately. They are confident speakers, and are able to articulate their thoughts and ideas as they play imaginatively. Staff are skilled at extending their learning by supporting their play in a sensitive manner that enables

children to remain in control. For example, outdoors some children begin to use kitchen implements as drum sticks in the playhouse kitchen. They play on a variety of surfaces - wood, metal and plastic - to achieve different sounds, beating rhythmically. Other children come to join in, but there is no room for them to play. A member of staff suggests that they become the singers, and quickly the children are singing 'Wind the Bobbin Up' as the others play their 'drums'. A child calls this their 'band practice', and they return to this game throughout the session.

Children show an understanding of linking sounds and letters, and they have frequent opportunities to make marks and draw. Many children demonstrate very good pencil control and are able to form recognisable letters. However, children do not readily attempt to write their names on their pictures. Children display confidence in counting and calculating. They enjoy a range of opportunities to develop their mathematical skills throughout each session, such as counting children and singing number rhymes. They also benefit from focussed activities where they are given good support to grapple with more complex tasks. For example, a child is playing a matching game and completes it with ease. The member of staff praises her, and suggests she tries a more difficult task. The child has to concentrate more on this second task more, but she successfully completes it and is obviously pleased with herself.

Children have many opportunities to explore and investigate. On one occasion, a child uses binoculars to try and spot birds flying in the sky. He understands that the binoculars magnify images to make them seem bigger. Children use the computer to play suitable games. They enjoy playing with a wide range of media, such as stretchy putty and play dough. Children take great pleasure in stretching the putty into long lengths, snipping the strands with scissors, and then rolling it back into a ball. Children move from activity to activity with great enthusiasm and are busy and content.

### **Helping children make a positive contribution**

The provision is good.

Children show a strong sense of belonging to the pre-school. They are considerate and helpful to one another. Children's spiritual, moral, social and cultural development is fostered. Staff promote an inclusive setting where each child is valued for who they are, and where each child's individual needs are respected and met.

Children manage their own behaviour very well. They follow the setting's 'Golden Rules' which provide a framework for good behaviour. Staff are clear in their explanations of what is acceptable, and this enables children to understand what is expected of them. For example, when two children start to run across the hall, a member of staff gently reminds them of the rules and says, 'remember, we walk indoors'. Children learn about our diverse society through using a variety of equipment and resources that reflect a range of different cultures, beliefs, and physical abilities. Children's understanding of beliefs is further promoted through informative visits from parents. This enables children to learn in ways that are relevant to them and within their understanding.

Children benefit from the strong and constructive relationship that exists between the pre-school and their parents. The setting is managed by an active and effective parent management committee. This ensures that the pre-school meets the needs of the families who use it. It also enables parents to become involved in the heart of the organisation of the setting, which fosters their greater understanding and participation. For example, the committee is currently in the process of reviewing the policies of the pre-school. This will ensure that policies are in line with

current legislation and that they reflect the needs of the children and families who attend the pre-school.

Parents receive a wealth of useful information in the Welcome Pack they receive before their child starts at the pre-school. Staff liaise fully with parents to enable children to settle successfully when they first begin attending pre-school. They attend induction visits to become familiar with the session, and staff are dedicated to ensuring that the child is happy and parents are re-assured and confident in the provision.

Partnership with parents is good. Parents are given a great deal of information about what their child is learning. Staff value information that parents provide about their child's interests, abilities and well-being. Parents are kept informed about their child's progress through regular contact with their child's keyworker, and through planned consultation appointments. These provide useful opportunities for detailed discussion of children's progress and their planned significant next steps of learning.

Children make good progress because parents are involved in their learning. Each week, parents are informed of topics on the notice board to enable them to talk to their children about them. Children are able to participate in the pre-school lending library, whereby they can borrow a book to take home to share with their family. Keyworkers regularly speak to parents and offer suggestions of informal tasks that parents can do with their children to reinforce their learning. For example, a young child is struggling with recognising some of her colours, and so the staff member suggests they look out for things that are yellow when out on walks together.

Children with learning difficulties and/or disabilities receive effective support to enable them to progress well. The special educational needs co-ordinator is knowledgeable and liaises constructively with parents and other agencies to provide a coherent and beneficial programme of support and education. She regularly updates her knowledge through attending cluster meetings which enables her to share professional expertise.

## **Organisation**

The organisation is good.

Children benefit from the efficient organisation of the pre-school. All documentation is thorough and kept up-to-date. Attendance registers and accident records are properly maintained. The provision is underpinned by a range of detailed and effective policies and procedures.

Leadership and management is good. The chair of the committee works closely with the supervisor to maintain a successful and consistent approach to managing the pre-school. The supervisor has a clear overview of the nursery education provision. She monitors and evaluates it carefully to ensure it is suitable and effective. She provides a good level of support to the experienced staff so that they continue to have a clear understanding of their roles and responsibilities. Children benefit from the effectiveness of the strong and enthusiastic staff team. Induction procedures are well-managed and effective to ensure that children receive a high level of support from all adults who work with them. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the pre-school was asked to review several procedures and practices. The attendance register now accurately provides a record of times of children's arrival and

departure each day. The complaints policy has been updated to show the correct telephone number of the regulator.

With regard to the provision of education, the pre-school has developed an effective system so that curriculum planning indicates opportunities for differentiation of activities. Parents are now able to contribute to their children's learning at home in a number of meaningful way because they are informed of topics and activities in the newsletters and on the notice board. In addition, children are able to borrow books from the lending library to share with their family.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop a system to provide parents with a summary of the setting's responsibilities with regard to safeguarding children

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities for children to write their name on their art work.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)