

Holy Family Pre School

Inspection report for early years provision

Unique Reference Number	507989
Inspection date	11 July 2007
Inspector	Doreen Forsyth
Setting Address	Holy Family Primary School, Marlowe Avenue, Swindon, Wiltshire, SN3 2PT
Telephone number	07732 704560
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Registered person	The Trustees of Holy Family 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.

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?

Holy Family Pre-school opened in 1983. It is a committee organised pre-school that uses a mobile classroom in the grounds of Holy Family Primary School in Park North, Swindon, Wiltshire. There is an attached enclosed outside area available for the children's play.

The pre-school is registered to care for up to 26 children aged between two and five years old. Currently there are 52 children on roll, this includes 42 children who are in receipt of government funding for nursery education. The setting welcomes children that have learning difficulties or disabilities and those that speak English as an additional language.

The pre-school is open from 08:45 until 11:15 and from 12:15 until 14:45 each weekday during school term times, except on Friday afternoons. The setting offers an optional lunch club.

There are seven full or part-time members of staff working with the children. Of these four have relevant early years qualifications at level two or above. One member of staff is currently working towards a level three qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn very well about the importance of maintaining a healthy lifestyle. They learn good hygiene routines such as washing their hands before eating and after using the toilet; they have many opportunities to play outside in the fresh air and to develop their physical skills; they learn about healthy eating and are offered varied and nutritious snacks. Children are protected from infection and are well taken care of if they become ill or have an accident. All the necessary policies and documentation regarding accidents, medication and hygiene routines are well kept; most staff have current first aid training. A suitable sickness policy is included in the parents' information pack.

Children are able to help themselves to drinking water from a jug on the side whenever they wish. They enjoy milk and healthy snacks each session. Each day some of the children help to prepare the daily snacks, staff often use this opportunity to discuss healthy eating with the children. Parents are encouraged to provide children with suitable, nutritious packed lunches if children stay to the lunch club. If children have special dietary requirements these are well noted and observed.

Children are able to freely access the attractive attached outside play area which is partly covered so children can use it all year round. They use wheeled toys, climb on the small climbing frame, or wiggle through the tunnel. The outside play resources are varied, staff often change the resources used outside, they are well set out, but they do not offer much challenge or stretch the skills of the older and more able children.

There is a weekly planned P.E. (physical education) session when the children practise changing for physical activities and take part in activities planned by the staff. These include obstacle courses, using the parachute and ring games. Children use resources that encourage the development of both the children's large and small muscles. They use a variety of tools in their play, such as spades in the sand, glue sticks and the computer mouse, but they do not have good access to scissors, which limits their development of cutting skills and control of one-handed tools.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, safe and secure environment. The setting is well maintained both indoors and outside. Staff carry out regular and comprehensive risk assessments, they have identified and minimised any potential hazards. Children can freely and safely access all areas of the pre-school, they use the pre-school kitchen under supervision when helping to prepare snacks or when cooking. All the necessary equipment and procedures are in place to protect children in an emergency; they regularly practise emergency evacuation procedures and understand why they must listen if the whistle sounds.

Children have access to a wide range of safe, suitable and sufficient resources. These are well stored and labelled so that children can easily select and vary what they wish to play with. There is a good range of resources that help children to progress in the Foundation Stage of learning. However, the resources are not as well set out and utilised when children first arrive at the start

of the session which limits their choices and their opportunities to take part in creative activities before registration time.

Children are very well safeguarded because staff understand their role in child protection and are confident in putting the correct procedures in place if necessary. Staff have attended relevant training, parents are informed of the setting's procedures and duties in relation to safeguarding children by posters in the setting and details in their information packs.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily at the pre-school; they settle well to play and enjoy the activities set out for them to use. They enjoy collecting their name cards and deciding if they would like to play indoors or outside. Staff plan a broad range of interesting activities which are based on termly themes, this range of activities help children to learn and develop appropriately. The pre-school staff use the Birth to threes matters framework leading onto the Foundation Stage curriculum to ensure children take part in age appropriate learning.

Nursery Education.

The quality of teaching and learning is good. Most staff have a clear understanding of the early learning goals and how children move along the stepping stones towards them. They use appropriate planning which ensures all six areas of learning are promoted although children's creative development is not as well promoted. A very well organised key worker system is in place. Staff know their key groups very well, they observe and monitor children's progress using a local authority observation scheme. When they plan they use the observations they have made to ensure children's individual learning needs are met and to help children onto the next steps in their learning.

Children enjoy the activities and play opportunities provided. They concentrate well on their chosen tasks such as playing in the sand or making butterfly fridge magnets, and are almost always occupied and busy. They interact very well with each other and are learning to consider the needs of others. They share well and are able to take turns. They wait patiently to have their turn in a play car or use the computer. They understand the rules and routines of the setting well, older children help younger ones to follow the daily routines, such as sitting on an individual coloured mat at group times. Staff respond very well to the children. They question them appropriately and are interested in what the children do and say.

Children learn to be independent. They attend well to their own toileting needs, they put on their own plimsolls at the start of the session and attempt to dress and undress themselves at the weekly P.E. activity. They have good opportunities to make choices in what they do. They put their names on a list for outside play when they arrive and freely choose from the activities available. They are free to change some of the toys that are set out if they wish. They willingly help to tidy up and prepare the tables for snack time, they put on table cloths and put out named place mats for each child. Many children recognise their names and the names of others from the place mats and their name cards.

The children sit and listen well at group times. They can speak confidently to the group, for example, one child clearly explained to the others what 'follow my leader' means. They enjoy large group stories, they listen well and ask questions about the story, they are very pleased if they can choose the story for that day. The setting has a very comfortable area where children

can sit and independently look at books. Children have opportunities to write and mark make; they are encouraged to write their names on their work. However, children do not have many opportunities to learn to link sound to letters and begin to explore phonics in the daily programme.

Staff are skilled at helping children to count and explore mathematics in the daily routines. At registration children help to count the children present and the number of children in each key group. When helping to prepare the snack they ensure there are enough cups, plates and snacks for each table. When outside they understand the signs that tell them how many children can use the water or sand. Children enjoyed making patterns and 'weaving' colours through the fence, they discussed position, through, under, above and below. Children learn about themselves and about their local environment, often through their topics and themes. The older children regularly visit the reception class at the school next door that they will attend. They have been busily making hats for their 'graduation' ceremony next week. They have visitors into the setting such as the priest from the nearby church and school head teacher. Children go for walks and outings in the local area; they walk to the park and recently visited the fire station. They enjoy using the computer which has a range of suitable programmes, they can control the computer mouse with skill.

Children develop their imaginations through dressing up and role play or in small world play. There is free painting and collage resources available but children do not use them often. Staff often offer adult led creative activities such as collage work using pre-cut shapes and patterns, rather than allowing children to develop their own creativity and ideas. Children use the outside large play equipment to develop their large muscle control and to move freely. They enjoy exploring a range of malleable materials including water, play dough and sand. Children are helped to learn to use full size tools to make models from wood.

Helping children make a positive contribution

The provision is good.

All children are valued and welcomed into the setting. Staff work hard to ensure all children feel a sense of belonging and develop their self-esteem. There is a qualified Special Educational Needs Co-ordinator (SENCO) in the setting and other staff have attended special needs training. If children have any specific needs these are met well, for example, individual learning plans are developed with parents and outside agencies if necessary. Some children attend that speak English as an additional language; if necessary, the person in charge consults the local multicultural advice centre for extra help and support. The daily programme is displayed in a visual form for children to assist children who do not speak English well yet.

Children benefit from using different resources that help them to value diversity, such as dolls, dressing up resources, books and small world toys. A welcome poster displayed in the hall is in many different languages. Children learn about their own and other's cultures and festivals. They recently made gifts and cards for Father's day, they explored the Chinese water dragon festival and plan a harvest festival in the Autumn. The setting is building links with the schools that the children will attend. Staff talk to the children about the fun they will have there, their new teachers and about their 'smart new school clothes'.

Children in the pre-school behave appropriately for their stage of development. Staff act as good role models they are polite to each other and to the children. They encourage the children to have good manners and say please and thank-you. The setting uses an appropriate behaviour policy which is shared with parents in the information pack. Staff praise the children and reward

their efforts and achievements with stickers and certificates. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the close partnership with parents that the pre-school develops. Parents are welcomed into the setting at anytime. When children first arrive to the play session parents are encouraged to settle their children to play and have time to share any information with the key workers if necessary. Parents help on the parents' rota, serve on the management committee and help with fundraising events, such as the pre-school stall at the school fete. They receive very good information in the welcome pack and from the notice boards and displays. There are regular informative newsletters. Parents are able to see the records kept on their children and speak to the key worker at anytime. The setting has a suitable complaints procedure in place that complies with current legislation.

The partnership with parents and carers in regard to nursery education is good. Information is available to the parents about the educational provision in the parents' pack. The planned activities for the week are displayed in the hallway and the term's theme is included in the newsletter. Parents are invited to open days and to key worker meetings to find out about their children's progress, information about the children's progress is often shared informally. When children first start out on the stepping stones towards the early learning goals parents complete a comprehensive information form about where children are in their learning, which is used as a starting point in the children's assessment profiles. Children take home weekly reading books to share with their parents and parents are able to contribute to topic work by helping children to bring associated items in from home.

Organisation

The organisation is good.

The pre-school meets the needs of the range of the children for whom it provides. There are robust systems in place regarding the employment and vetting of staff, all staff that work with the children are suitable to do so. Staff are committed to on-going training, most staff have appropriate qualifications, all staff are experienced in childcare. Children's staff and visitors attendance is well recorded, visitors and students are asked to sign the visitors book. All the required policies, records and documentation that help to promote children's health, safety and well-being are well kept. Children are well supported, adult/child ratios are always well maintained. Well organised staff deployment contributes to children's safety and enjoyment and ability to make good use of all the setting's resources and activities.

The leadership and management of the setting is good. The management committee has recently gone through a number of changes and a new chairperson has very recently been appointed. This has had little impact on the provision of the nursery education provision because the manager and her team are very secure in their understanding of the requirements of the Foundation Stage of learning. The setting has recently achieved for a second time, an accreditation award with the Pre-school Learning Alliance which includes close monitoring and evaluation of the provision that the pre-school offers. Staff have regular appraisals when their progress is evaluated and any training needs discussed. The pre-school has a strong vision for the future, staff and committee are committed to continuous improvement and are keen to promote an environment where every child matters.

Improvements since the last inspection

At the previous inspection the pre-school was set recommendations regarding record keeping, staff deployment, risk assessment, the partnership with parents and the provision of healthy snacks. At this inspection all the required documentation, including risk assessments, that helps to promote children's welfare and well-being are in place and well kept. Children are offered a very varied range of healthy and nutritious snacks; they learn well about the importance of healthy eating, but still have an occasional treat, for example, when parents provide a cake on a child's birthday. The setting has a strong partnership with parents and carers, they are invited to see the records kept on their children whenever they wish. Staff are very well deployed and are confident in their roles and responsibilities, ensuring children receive good support and attention.

At the last nursery education inspection the pre-school was given key issues for improvement which included providing children with opportunities to select their own resources, the use of the outside play space and children's access to information technology resources. Since the last inspection the setting has moved into premises with a well-planned, attached outside space which children can access whenever they wish, providing many opportunities for children's physical play and development. They have good opportunities to decide what they play with and are able to choose many of their own resources. The setting has a computer which is freely available and which children use with confidence.

Complaints since the last inspection

Since 1 April 2004 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):

- devise ways of extending and providing more challenge in children's physical play and development

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):

- increase children's opportunities to begin to explore sounds and link sounds to letters in the daily programme
- provide children with more opportunities to express their own ideas and explore their individual creativity in creative development.

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