

# St. Georges Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	511117
<b>Inspection date</b>	21/10/2008
<b>Inspector</b>	Doreen Forsyth
<b>Setting address</b>	St. Georges Church Hall, Andover Road, Newbury, Berkshire, RG14 6NU
<b>Telephone number</b>	07887900348
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

St. Georges Pre-School is a committee organised setting that opened in 1961; the pre-school moved to its current premises in 1992. The setting uses rooms at St Georges Church hall in Newbury, Berkshire. There is an attached enclosed area available for outside play.

The pre-school is registered on the Early Years Register to provide care for up to 28 children in the Early Years age range. Currently there are twenty six children on roll, this includes twenty-two children that are in receipt of government funding for nursery education. The pre-school welcomes Children that may have learning difficulties or disabilities and children that speak English as an additional language. The setting is open during school term times on Monday, Tuesday, Thursday and Friday mornings, between 09.00 and 11.30. there is also an afternoon session on Thursday from 12.30 until 14.45 and a lunch club on Tuesday and Thursdays.

There are six members of staff that work with the children of these three have early years qualifications at level 2 or 3. The setting receives support from the local Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

All children make good progress and their individual needs are well met because the setting recognises the uniqueness of each child. Children enjoy their time at the pre-school and are kept actively engaged and interested in the well planned learning opportunities. The manager is developing strategies to ensure she works closely with parents and other agencies so that children's learning and welfare needs are sufficiently met. She uses a variety of methods to evaluate the strengths of the setting and to help identify any areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the record of children's and visitor's attendance is accurately maintained
- provide parents with more opportunities and suggestions to support their children's learning and to share in the assessment process.

To fully meet the specific requirements of the EYFS, the registered person must:

- implement the action plan that sets out how staff training and qualification requirements will be met ( Suitable people)

01/01/2009

## **The leadership and management of the early years provision**

The manager and staff work together with the pre-school committee to ensure the setting is well organised and operates smoothly on a day-to-day basis. The manager is new in post, but has already implemented some changes that have raised the children's achievements and improved the provision, such as enabling the children to freely access the outside play areas and have a 'cafe style' snack time. She has written an action plan for improvement in conjunction with the local early years advisor and the pre-school chairperson which is regularly reviewed.

All staff have been suitably vetted; there are robust procedures in place to ensure that all adults that work with the children are suitable to do so and that any unvetted adults do not have unsupervised access to the children. The adults that work with the children are experienced and work very well as a team, but the minimum staff qualification requirements are not met, although some staff are attending relevant training at present. All staff understand the importance of safeguarding children but not all staff are aware of the procedures they must follow if they have child protection concerns. All the records policies and procedures that are necessary for the safe and efficient management of the early years provision are in place and are shared with parents; however, the record of children and parent helpers attendance is not always accurately kept. A complaints procedure that meets current legislation is in the policy pack which is given to parents. Staff keep good records of the risk assessments they undertake and daily visual checks are always carried out. Staff are skilled at identifying and minimising any potential hazards to the children in the setting.

The pre-school is very well resourced, the light, spacious and airy hall is attractively organised and made welcoming. There is always a wide range of activities set out for the children to choose from, and other resources are stored at the children's height so that they can select other resources to support their learning in all areas. Positive steps are taken to promote children's good health and well-being, effective policies are in place to help prevent the spread of infection and a suitable sickness policy is included in the parents information pack. Parents are given very good information about the setting and the children's activities; they serve on the committee and take part in fund raising activities, they are actively welcomed into the setting, but do not have many planned opportunities to discuss their children's progress.

## **The quality and standards of the early years provision**

Children at St Georges Pre-school make good progress towards the early learning goals and show a positive attitude towards learning. The staff are beginning to have a good understanding of the of the Early Years Foundation Stage learning and development requirements and have successfully implemented good processes to observe and record children's progress and to plan for the next steps in the children's learning on an individual basis. The high quality planning seen ensures that all children, including those that may have learning difficulties or disabilities, enjoy a full range of experiences both in and out of doors. The adults in the setting

have very good relationships with the children; the good adult/child ratios ensure that all children are well supported in their learning. The setting is building strong links with the early years practitioners at the nearby school which helps to smooth the children's path into school when they move on, and gives the staff opportunities to exchange information and knowledge. Parents are very involved in the day-to-day organisation of the setting, but do not have many opportunities to contribute to the assessment process and see the records kept, they are not given suggestions for how they can continue the children's learning at home.

Children are well safeguarded and their welfare promoted; most of the documentation that is required to help promote children's health and well-being is in place and well kept. The setting is kept safe and secure. Children's independence is very well supported, they are encouraged to use the toilets and wash their hands independently, they fetch their coats and put them on for outside play; they are able to choose their own activities from the very wide range set out and decide when they will have their drink and snack. Children enjoy healthy and nourishing snacks that are prepared by a volunteer parent on a daily rota. They discuss healthy lifestyles in topic work and when sitting together for snack. The children enjoy the freedom to play outside when they wish; many play activities are planned outside, children especially enjoy climbing and practising their balancing skills on a large shrub in the garden. Children learn to keep themselves safe, for example, they are reminded not to run indoors and to wash their hands when necessary.

Children competently use the pre-school computer, there are different programmes available to suitably support their learning, especially in numeracy and language development. They learn about their local community and the wider world in topics and the planned activities. For example, they explored a large pumpkin when they helped to scoop out the flesh to make a Halloween lantern and with great interest they examined a small toad that a parent brought into the setting. Because the children are very well supported and are always busy, difficult behaviour issues rarely arise. Children receive lots of praise and encouragement and the staff act as good role models; they use please and thank you and help the children to do the same. Children quickly learn to share, take turns, and consider and value the needs of others. They very much enjoyed eating cake and singing 'happy birthday' to help celebrate the play leader's birthday.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.