

St Pauls Pre-School

Inspection report for early years provision

Unique reference number	509586
Inspection date	22/10/2008
Inspector	Christine Lynne Hodge
Setting address	Invicta Hall, Strandfield Close, Plumstead, London, SE18 1LA
Telephone number	0208 317 7809
Email	
Type of setting	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 Paul's Pre school has been opened since 1986. It offers extended day care from 09:30 to 14:15 term time only. The majority of children attending live locally. The pre school is based in a community hall and has access to toilets, a small kitchen and an outside play area.

The group is registered to care for a maximum of 20 children aged two years to five years and is on the Early Years Register. There are currently 18 children on roll.

Three staff work with the children. The manager and deputy hold the Diploma in Pre school Practice. Staff receive support from an advisory teacher from the Greenwich Early Years.

Overall effectiveness of the early years provision

St Pauls Pre-School is very effective in supporting children in their learning and development. Staff create a safe and welcoming environment and have systems in place to ensure children settle well. Their sound knowledge of the Early Learning Goals and children's starting points ensure that they deliver a stimulating curriculum of activities which meet the needs of all the children attending. Strong partnerships with parents, the local school and other agencies ensures that information is shared appropriately and that the needs of all children are fully met. Leadership of the setting is strong, because the manager uses the Local Authority self evaluation form to evaluate practice and to identify and plan for future development.

What steps need to be taken to improve provision further?

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

- introduce children to phonics to help them begin to link letters to sounds and increase the use of labelling, pictorial words, letters and number displays throughout the setting
- ensure that the outside play area is suitable so that children have daily opportunities for outdoor play
- ensure that the pre-school's policies and procedures contain up-to date information.

The leadership and management of the early years provision

The pre-school is well organised and works in partnership with the Pre-School Learning Alliance and Greenwich Early Years to access training and to plan for improvement. The manager has already identified several areas for improvement and has taken positive action to implement them. For example, new storage units are on order to provide children with greater opportunities to self select resources.

There are plans to improve the book area and a range of new equipment and resources are also on order. The consistent staff team work well together to provide a safe and stimulating environment in which children are happy and settled. Staff provide positive role models and as a result children behave well and are learning to listen and concentrate for extended periods of time whilst taking part in a good range of activities.

Leadership and management of the setting ensures that all children are safeguarded and included. Staff are effectively deployed and careful attention is paid to the setting's risk assessment and recruitment procedures to keep children safe. Policies and procedures are used effectively to promote the welfare of children although some policies contain out of date information. For example, although staff have a sound understanding about their role and responsibility to report and record any concerns the safeguarding policy is not written in line with Local Safeguarding Children Board procedures and the complaints policy provides parents with incorrect details about Ofsted.

An effective settling in process together with comprehensive information gathered from parents when children first start at the pre-school ensures that key persons get to know their children well and are able to fully include each child into the setting.

The quality and standards of the early years provision

Adults provide children with good opportunities to make progress across all areas of their learning and development. Comprehensive information provided by parents enables staff to base their planning on what children can do when they start to attend the pre-school. Folders containing photographs of activities, samples of children's work and observations show how children are progressing and staff are currently in the process of developing a system for tracking key children and planning for the next steps in their learning.

Children are happy and confident in the setting because adults support them in their learning, through play, by providing a good balance of child initiated and adult led activities, in a warm and welcoming environment. As a result children experience a sense of belonging. They relate well to adults and enjoy their company as staff join in activities to extend their learning. For example, adults make good use of asking open ended questions when talking to children throughout the age range, giving children time to respond. Adults support children with English as an additional language by speaking to them clearly and using signs, however, there are few pictorial signs around the hall or dual language books to aid children in their learning.

Children move freely between activities and choose what they want to play with. They have great fun dressing up, developing their imaginations and acting out real life situations in the role play area. Adults provide children with good opportunities for mark making and to practise their early writing skills, although phonics are not used to help children in linking letters and sounds. They concentrate well at small

group and one to one activities and enjoy exploring with sand and water At group time children listen to stories attentively and eagerly play musical instruments and sing familiar songs. They learn about the wider world through planned visits in the community and use outings to the common and local park for physical play when the outdoor play area is out of action.

Adults act as good role models and provide lots of praise and encouragement to encourage positive behaviour and promote children's self esteem. Staff take time to talk to children about the importance of sharing and taking turns. As a result children play well together and are forming good friendships.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
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?	Good
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

Since the previous inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.