

# Our Lady of Ransom Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	203840
<b>Inspection date</b>	14/10/2008
<b>Inspector</b>	Jenny Howell
<b>Setting address</b>	Pope John Paul Hall, London Road, Rayleigh, Essex, SS6 9DT
<b>Telephone number</b>	01268 780050
<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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Our Lady of Ransom Pre-school opened in 1980. It operates from Pope John Paul Hall on the London Road in Rayleigh. The pre-school children use the large hall, a smaller side room and have access to an enclosed garden. The pre-school serves the local and surrounding areas and children attend for a variety of sessions throughout the week. All areas of the pre-school are fully accessible.

The pre-school is registered on both the Early Years Register and the compulsory parts of the Childcare Register, and is registered to provide care for 30 children aged between two and five years. There are currently 52 children on roll, and of these, 38 receive funding for early education. The setting is able to support children with learning difficulties and/or disabilities. The setting supports a small number of children who speak English as a second language.

The pre-school opens on Monday, Tuesday, Wednesday and Friday mornings between 09:15 and 11:45 and also offers an afternoon session on Monday and Wednesday between 12:30 and 15:00, during term time only.

The pre-school is managed by a voluntary committee of parents who employ a team of ten staff to work with the children. The manager is suitably qualified and eight other staff members hold appropriate childcare qualifications. The pre-school receives support from the Local Authority and the Pre-School Learning Alliance.

## **Overall effectiveness of the early years provision**

The setting is effective in meeting the learning, development and welfare needs of all children. Well planned support from skilled and experienced staff ensures that children are appropriately cared for and make good progress in all areas. Effective partnerships with parents and other professionals ensures that children have their individual needs met. The setting has a self evaluation procedure in place which allows them to successfully identify areas for improvement and make changes which have a beneficial impact on outcomes for children.

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

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

- review routines to more effectively promote active learning
- develop procedures which support a regular, two-way flow of information between providers where children receive care or education elsewhere.

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

The good organisation of records, policies and procedures ensures that the setting runs smoothly on a daily basis and that the needs of all children are met. Adults

working with children are suitable to do so, having appropriate qualifications, skills and experience. They are well supported in attending further training, allowing them to refresh and improve their skills. Staff are well deployed to support children and effectively enhance their learning experiences through effective encouragement, questioning and teaching. Resources are well organised to allow children to move freely, independently selecting the activities which interest them. Staff work well together to identify areas for improvement and, for example, have successfully implemented changes which have made the setting feel a brighter and more welcoming environment for children, parents and carers. All issues identified at the last inspection have been addressed and this has resulted in improved learning experiences for children.

Regular and thorough risk assessments ensure that the setting is secure and that hazards to children are minimised. A good understanding of safeguarding issues and procedures means that staff are aware of how to protect and promote the welfare of children. The pre-school committee has a good understanding of how to support staff and have developed procedures to ensure that the requirements of the Early Years Foundation Stage are met.

Staff treat each child as a unique individual allowing them to successfully support each child and help them to make good progress. Good links with parents allow for a free flow of relevant information and recent 'afternoons of play' have helped parents to gain a better understanding of how children learn and develop at the setting. The setting liaises well with other professionals to allow them to support children and support from the local school helps them to develop their planning and assessment to help children to make better progress. Staff are aware of which children attend other settings also delivering the Early Years Foundation Stage. However, they have not yet made formal links with them in order to share relevant information about children's welfare and development and ensure continuity of care.

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

Play and learning are very well supported by staff. The learning environment is well organised and stimulating, creating an environment where children can play and learn independently and with confidence. Planning is based on staff's assessments of what children can do. This allows children to make progress according to their needs and interests as activities can be tailored to the individual. Detailed plans ensure that staff are aware of what children should be learning from an activity, while evaluations allow staff to reflect, and improve upon the learning opportunities they have provided. Children enjoy a good range of stimulating activities. They relish listening for different sounds with their home-made giant ears and enthusiastically bash and crash on the pots and pans which have been turned into musical instruments.

Children are able to select resources freely, giving them the opportunity to develop as active and independent learners. The well-planned storage of arts and crafts materials means that children are free to express their imagination with a range of materials which they are able to choose for themselves. Free access to the outdoor

area successfully enhances children's learning experiences, as they are able to learn and exercise in the open air, gaining first hand experience of the changing weather and seasons. Time is generally organised well to provide children with time to learn alone, with adults and as part of a group. However, group times are sometimes long and are not always organised to ensure that all children are fully engaged in active learning.

The welfare of children is effectively promoted. Children learn how to keep themselves healthy as they remember to wash their hands and become independent when using the toilet. Snacks are healthy and varied, providing children with opportunities to make choices about what they eat and to talk about the nutritional value of different types of food. Children pour their own drinks and are able to help themselves to water at any time, allowing them to develop self-care skills. Staff know how to promote the good health of children and appropriate action is taken when children become ill or have an accident.

An effective key person system means that staff can get to know children well and this, alongside support from parents and other professionals ensures that children's individual needs can be identified and met. Staff act as very good role models. This encourages good behaviour and motivates children to share and cooperate as they play and learn together. This creates a supportive environment where children enjoy helping each other and make new starters feel welcome.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.