

St John's Under 5's Pre-School

Inspection report for early years provision

Unique reference number 301988
Inspection date 13/10/2008
Inspector Helene Anne Terry

Setting address St John the Evangelist Parish Church, Walshaw Street,
Great Horton, Bradford, West Yorkshire, BD7 4AB

Telephone number 01274 502097

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).

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

St John's Pre-School and St John's Under 5's Crèche are part of St John's Church 'Under Fives' provision. This is a non profit organisation set up in the church in 1987, as part of the community work undertaken by the church. The pre-school was established in 1980 and operates from a separate annexe at the rear of the church, with direct access onto a fully enclosed outdoor play area. Access to the provision is via a side door entrance. The crèche is held in one of the church rooms. The setting is situated in the Great Horton area of Bradford, West Yorkshire and serves families from this culturally diverse area and wider community. This provision is registered by Ofsted on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register.

A maximum of 25 children may attend the pre-school at any one time and it is open each week day from 08.00 to 16.00 term time only. There are currently 40 children from two years old to five years old on roll. There are children attending who speak English as an additional language. The crèche runs alongside training courses run by the setting at various times throughout the year.

The setting employs seven members of staff and all staff hold appropriate early years qualifications. The setting receives support from the Local Authority. They are members of the Bradford's Under Five's Association (BUFA).

Overall effectiveness of the early years provision

The pre-school ensures that children make good progress throughout the Early Years Foundation Stage. Staff ensure that the setting is safe, secure and stimulating to meet the needs of all children. Inclusion is effectively considered by ensuring that anti-discriminatory practice is actively promoted. Children are encouraged to recognise their unique qualities and bilingual staff support children with English as an additional language. The managers are aware of the strengths of the setting and areas that need improvement and they continually strive to improve the provision for the children.

What steps need to be taken to improve provision further?

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

- further develop systems for sharing information with parents about the areas of learning in the Early Years Foundation Stage
- develop systems for obtaining information about what children know and can do on entry into the setting.

The leadership and management of the early years provision

The provider implements good systems to monitor and evaluate the provision, to ensure that the strengths and areas that need improvement are identified. They have recently undergone an assessment on the Early Childhood Environment Rating Scale (ECERS) and have addressed the areas that needed improvement. For example, they have created a music area and developed resources for problem solving, reasoning and numeracy. Management and staff are currently developing the planning and observations of the children, to promote the learning outcomes for the children. The provider has also improved documentation, staff qualifications and information for parents, to ensure that recommendations made at the last inspection have been dealt with.

There are very effective safeguarding policies and procedures in place, to ensure that children are well protected. Staff have attended child protection training and they are aware of the signs and symptoms of abuse. They are further supported by the Local Safeguarding Children's Board (LSCB) procedures, which are readily available. The recruitment and vetting procedures to ensure that all staff and students are suitable to care for children, are robust and are effectively adhered to. Staff are given good opportunities to extend their professional development by attending courses, which impacts positively on the well-being and development of the children. For example, level 3 staff are training towards level 4 in childcare and education.

The staff work very well with parents and carers, to enhance continuity of care and the learning outcomes for the children. Parents are encouraged to share information about their children with their key person and they are given good information about the activities and how to extend learning at home. Parents also have good access to the setting's policies and procedures and are given sound information about the setting in the brochure. However, clear information relating to the Early Years Foundation Stage, has been omitted from the new print version of the brochure, although the pre-school leader states that this is discussed with parents, when their child first starts the setting.

The quality and standards of the early years provision

Children enjoy their time at the setting and make good progress towards the early learning goals. They are becoming confident and self-assured and develop their independence, as they explore their environment. They show pride, as they undertake little tasks for staff, such as putting labels on the snack board to show what they have eaten. They self select from a stimulating and interesting range of good quality resources, that are displayed at their eye level. They are happy and settled with caring staff and in the company of their peers. Children play cooperatively, as part of a group and also independently, using their growing communication skills well. Children are active learners, creative and they think critically. For example, whilst playing in the water tray, they talk about objects that will sink and float and squeeze water out of the sponge, so that it will float. Children enjoy books and stories and staff use props, to engage young children's interests, such as the large mouse, lock and key. Staff introduce problem solving activities into everyday activities. For example, during circle time the children count how many boys and girls are present and then calculate whether there are more boys or girls.

Children are becoming competent users of technology, as they use the touch screen computer, mouse and child friendly keyboard, to do activities. Staff support children very well, implementing ideas into their play, to extend their thinking. Children's learning and development is well promoted, because staff have a good knowledge and understanding of their individual needs. Staff use the continuous provision and are beginning to plan focused activities, to meet the needs of individual children across all areas of learning. They use their observations of the children, to inform their planning and they are beginning to use the next steps in children's learning. However, staff do not gather clear information, on what children know and can do on entry into the setting, to enable them to plot their progress accurately.

Children's health and well-being is effectively promoted, due to staff's good procedures within the daily routine for minimising the spread of infection and dealing with illness and accidents. Children are provided with many opportunities to take part in physical activity, both indoors and outside, for example, they run, jump and play on the equipment in the secure outdoor play area. They also delight in chasing the bubbles and playing with kites and spinners in the wind. They learn about healthy eating, through activities and enjoy healthy foods at snack time. Parents provide lunchboxes and these are stored safely. Staff's vigilance and detailed written risk assessments ensures that children are cared for in an environment, where all perceived risks are identified and minimised. Children are also well supervised and taught about keeping themselves safe, as part of their everyday routine. For example, they are reminded how to use scissors safely and they learn how to cross roads during outings and activities.

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?	Good

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 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 requirements of the Early Years Register.

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.