

St Marys Pre-School

Inspection report for early years provision

Unique reference number

EY358808

Inspection date

22/09/2008

Inspector

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Setting address

St Marys Church Centre, Worlds End Lane, ORPINGTON,
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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 Mary's pre-school is a privately owned group, it was originally registered in 1993 and re-registered in 2007. The pre-school operates from a large hall with two smaller adjacent rooms and has access to an outdoor play area. It is situated in church premises in a residential area of the London Borough of Bromley. The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare register. A maximum of 32 children may attend at any one time. The group is open each weekday between 0900 and 1200 during term time.

There are currently 50 children aged two and a half to five years, on roll. They are mostly from the local area. The pre-school has systems in place to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs eight members of part time staff and the lead practitioner is full time. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

Overall effectiveness of the early years provision

St Mary's is a good pre-school where children achieve well and are secure in their personal development. This is because the setting provides good care which promotes children's welfare and their learning to best effect through a creative curriculum which is delivered well by a talented staff team. Careful attention is given to the needs and interests of children ensuring that they are settled and make good progress according to their age and starting points. Effective planning ensures that children experience all areas, although limited assessment of children's individual development means that tracking of progress through the foundation stage is not clear. Partnership with parents, the local school and other agencies ensures that information is shared appropriately regarding aspects of children's learning and contributes significantly to ensuring that the needs of all children are fully met. Although leadership of the setting is strong, evaluative practice is not sufficiently robust to ensure that priorities for future development are promptly identified.

What steps need to be taken to improve provision further?

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

- continue to develop the system of assessment to identify learning plans and next steps for individual children.
- improve the system for self evaluation to effectively identify and prioritise future development.

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

- devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it (Documentation)

24/11/2008

The leadership and management of the early years provision

The setting is organised well and welcomes support from the pre-school learning alliance to plan for improvements. Methods of self-evaluation are currently being developed to ensure that staff are supported in training and information sharing to make sure that welfare and learning and development requirements are consistently met. The environment is child friendly and the balance of adult led and child initiated activity ensures that children make progress whilst enabling them to experience a varied range of activities indoors and some daily outdoor activity. Staff provide positive role models and as a result children concentrate for extended periods on activities, listen and behave well.

Leadership and management of the setting ensures that all children are safeguarded and included. For example, records, policies and procedures are used effectively to promote the welfare of children, including documentation relating to safeguarding, of which all staff have clear knowledge and fully understand their role and responsibility in reporting concerns. However, the setting does not have a policy for sickness, although this is mentioned in the parent information and staff are clear about what they should do if a child becomes ill. Staff are effectively deployed, ensuring that children are well supervised during activities and careful attention to the setting's own risk assessments ensures that children are protected when playing indoors, in the garden and on outings. There is a system in place to ensure that staff undergo appropriate checks to be in the proximity of children prior to starting work at the pre-school. There are a sufficient number of staff qualified in first aid to ensure that children are well protected in the event of an emergency.

Information regarding children's needs such as their care, medical, cultural and linguistic requirements are gathered from parents before the child starts at the pre-school. Key persons use the information well to get to know the child during the settling in stage ensuring that individual children are valued and fully included in a range of well planned and fun activities. Parents express their appreciation for the good quality of the early years service in preparing their child for school.

The quality and standards of the early years provision

Children are secure and safe in the setting because they enjoy the company of approachable staff and have access to a good range of safe toys and play materials that enable them to make choices in their play and learning. Staff devote time to planning for the long, medium and short term activity to ensure that all areas of learning are covered and themes are planned, such as 'all about me' to extend children's interests. This combined with staff's secure knowledge of how children learn and their starting point ensures that a broad range is provided. There is a system in place for the recording of child observations but as their next steps for learning are not clearly identified, it is not evident how progress is reviewed and activities changed according to individual achievements.

Children move freely from one area to another as they self select from the resources and are supported well in their play as staff members actively enhance their learning and development opportunities. For example, staff make good use of open ended questioning when talking to children throughout the age range and provide sufficient time for children to respond. This means that children have valuable opportunities to develop their spoken language skills through sustained conversations with their carers. Strengths in the programme for communication have an impact on children attending for whom English is not their first language and in particular for younger children as staff use a variety of methods, including puppets and signing to support them. As a result, all children concentrate and listen well during activities and when being directed by staff.

Purposeful play is led by the adults in the pre-school to help children develop their skills and an emerging sense of independence. For example, they are delighted when games are played in the garden such as 'What's the time Mr Wolf?' and show that they really understand the purpose of the game. They enjoy group music sessions and stories and listen eagerly to what will come next. They concentrate very well on 1:1 activities such as sewing and computer skills. They learn about the natural world through planned visits to the farm and the community in which they live by visits to local schools. The interesting variety of activity combined with the good quality of teaching has contributed to the success of the pre-school. There is well focused support for groups and individuals that link well with and fully supports the early learning goals.

Children behave well in the setting because adult carers provide good role models, a happy atmosphere and have made the hall attractive and welcoming, for example children experience a sense of belonging as they show their parents the part of a group artwork they have displayed. This combined with the use of appropriate praise and clear adult direction means that children learn to interact well with others within a culture that fosters respect and every child is valued.

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?	Satisfactory
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?	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
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 registration 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.