

St Philips Pre-School

Inspection report for early years provision

Unique reference number 315248
Inspection date 20/10/2008
Inspector Clare Henderson

Setting address St Philips Community School, Westbrook Centre,
Westbrook, Warrington, Cheshire, WA5 8UE

Telephone number 07960 428 892

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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).

Description of the setting

St Philips Pre-School was registered in 2001. It is situated within St Philips Community School in Westbrook, Warrington. The pre-school operates from two rooms within the school building. It is registered to care for a maximum of 16 children between the ages of two to five years on the Early Years Register. There are currently 29 children on roll. Children attend for a variety of sessions. Children with learning difficulties and/or disabilities or who are at an early stage of learning English are supported.

The pre-school opens from 12.30 to 15.00 on Monday, 09.00 to 11.30 and 12.30 to 15.00 on Tuesday, Thursday and Friday during term time only.

Four staff work with the children and all have appropriate early years qualifications. The setting receives support from Sure Start.

Overall effectiveness of the early years provision

St Philips Pre-School provides a secure, welcoming environment where all children are happy and well cared for. The individual needs of each child are promoted well through the strong links established with parents and external agencies. Staff relate positively to every child and evaluate the provision effectively to ensure children are safeguarded. Self-evaluation, carried out by staff, is at an early stage but has met recommendations from the last inspection and identified key areas for further improvement. The setting does not yet make full use of the Early Years Foundation Stage or the outdoor area for the benefit of children's learning and development.

What steps need to be taken to improve provision further?

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

- assess and record the progress children make in their learning using the Early Years Foundation Stage document
- develop children's problem solving and thinking skills by using the outdoor area.

The leadership and management of the early years provision

Staff know and care for children well. Positive working relationships with parents ensure that all children are secure and happy in the setting. This is reflected in children's smiling faces as they set about learning happily through play. Strong relationships are developed through key workers attached to specific children. This ensures that children's individual, personal and educational needs are addressed well. Effective home/setting links are fostered in a wide variety of ways. Particularly successful is the diary exchanged between home and setting. This presents good opportunities for staff and parents to exchange and share

information and/or activities in which children have participated providing continuity of learning. Parents of children with English as an additional language are quick to praise the speed at which their children have learnt to speak and understand English.

Teamwork is strong; daily monitoring of practice through, for example, thorough risk assessments and health and safety checks ensures that the welfare and safety of all children is secure. Documentation which is required for the safe and efficient management of the setting is well organised and covers all issues thoroughly. For example, safeguarding procedures and security systems are understood and followed by all staff vigilantly. Similarly, vetting procedures for staff are secure and promote a high level of safety for children.

The quality and standards of the early years provision

Staff make the most of every opportunity to help children learn and to grow in confidence and independence. Although learning activities are initially planned by staff, children are given freedom and encouragement to develop them through play. For example, the home corner became a restaurant with the children taking the roles of customers and staff. This introduces children, at an early age, to the world of work. Staff treat all children as individuals and encourage them through thoughtful questioning to express themselves. Children develop a belief in their ability to succeed and are confident to try things out for themselves. However, at times not enough use is made of the outdoor environment to extend children's problem solving and thinking skills.

All staff encourage appropriate behaviour by praising the children and guiding them so that they develop a sense of right and wrong. As a result, they behave well and learn to work and play together harmoniously. They show a good understanding of how to lead a healthy lifestyle, for instance, eating healthy snacks and having daily access to physical exercise. They feel safe and secure and enjoy trusting relationships with the adults who work with them. The children are encouraged to contribute to the community, for instance, by bringing in items for the harvest basket. The staff are sensitive to children's individual needs and skilled in providing activities matched to the next stage in their development.

Children go on outings, for instance, within the local area and the setting welcomes visitors from the local community, including parents who share festival celebrations and customs from their own cultures. Although the Early Years Foundation stage curriculum is in place, staff are at an early stage of using it to best effect to assess and record the progress children make in their learning.

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 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 registration or 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.

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