

Little Saints of St Werburgh Pre-School

Inspection report for early years provision

Unique reference number

EY366199

Inspection date

12/11/2008

Inspector

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Setting address

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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

Little Saints of St Werburgh Pre-School was registered in 2007. The group operates from one main hall and a side room within the village hall in Hoo, Rochester, Kent. The provision is registered on the Early Years Register. A maximum of 36 children may attend the setting at any one time. The pre-school is open each weekday from 09.00 to 11.45 during term times only. All children share access to supervised outdoor play areas. The setting is accessible with two steps leading to an additional play and snack area within the setting.

There are currently 41 children aged from two to under five years on roll. Of these, 24 children receive funding for nursery education. Children mainly attend from local areas and some from the wider community. The nursery currently supports a number of children with learning difficulties and also a number of children who speak English as an additional language.

The nursery employs six staff. All members of staff, including the provider, hold appropriate early years qualifications. One practitioner is working towards a qualification.

Overall effectiveness of the early years provision

Children make progress within the pre-school because the provider ensures a good range of toys, resources and experiences are readily available that are based on their personal interests. Their welfare is considered well in most areas of the provision, although this is not adequately reflected in the written information made available to parents. The self-evaluation process helps to identify any areas where improvement is necessary but risk assessment does not fully minimise some potential hazards in practice. The setting is inclusive and practitioners acknowledge and promote children's individuality well. They work with parents, other settings and professionals to meet children's individual learning and development needs.

What steps need to be taken to improve provision further?

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

- continue to develop systems to observe and assess each child's achievements, interests and learning styles in order to plan appropriate experiences that enable them to make as much progress as they can
- improve links with parents, for example, by sharing the planning and daily activities with them so that they are more effectively involved in their children's learning and development
- continue to make necessary adjustments in relation to the heating system to secure children's safety at all times.

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

- ensure the policies and procedures, including those for

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safeguarding children and complaints, are based on current requirements and are made available to parents to help promote the welfare of children (Documentation).

The leadership and management of the early years provision

The provider supports the staff team well and ensures adults working with the children are suitable for their roles. The necessary records are in place for children, but some of the required policies and procedures, such as those for safeguarding children and complaints, do not fully reflect statutory requirements. This means parents are not provided with all the correct information. The self-evaluation process helps to identify areas for improvement and the group has made some progress since registration. This includes revising the hygiene procedures for children's toilet visits, improving the learning experiences for children and updating knowledge and understanding of safeguarding children requirements. This means the provider demonstrates an ability to strive for future improvement to provide all children with good quality care and education. Practitioners are well deployed to maximise children's learning potential. A wide range of experiences and opportunities are provided to help children develop confidence in their abilities and acquire skills for their future learning and development. This input means all children are learning and progressing well.

Children are well supervised at all times. The use of risk assessment helps to minimise potential hazards, although measures do not fully address all issues. Clear child protection procedures are in place to enable practitioners to take appropriate steps if they become concerned about a child. This helps to ensure that children's welfare and safety remains their priority. The group ensures every child is treated as an individual and seeks the input of parents and other settings to promote consistency of care and learning for children.

The quality and standards of the early years provision

Children demonstrate good relationships with practitioners, who support their individual learning and development needs well. The staff team liaise closely with parents and other settings to ensure that children's needs are addressed and that experiences complement what a child receives elsewhere. A wide range of toys, resources and experiences are accessible to all children. These cover all areas of learning, promote positive images of diversity and offer children ongoing opportunities to investigate, work things out independently and develop language and communication skills. Children confidently move around and choose their preferred experiences. For instance, while some enjoy the delights of skilfully negotiating wheeled toys around plastic cones, others enjoy the quieter book area or involve themselves in meaningful role play experiences, where they can represent real life scenarios through their play.

Children talk about their favourite activities and describe what they are doing, for

instance, as they make their own woodwork creations. Fresh challenges are offered to children to help develop their existing skills and they are able to progress at their own pace. This means the needs of diverse learners are addressed well. Children's starting points are clearly recorded from the outset, although their progress is not clearly evident from the observation, planning and assessment records currently used. These are being developed and offer parents some information about their children's progress and what they have been doing. Ongoing two-way communication enables parents to contribute to the learning experiences. This clearly builds on children's unique interests and therefore, helps them make good progress.

Children's welfare is considered well in many respects. They are supervised closely at all times by well deployed practitioners, who also teach them how to help keep themselves and others safe in a range of situations. For example, they are taught to walk safely as they go to the ball park and regularly practise the emergency evacuation procedure. They learn the ground rules of the setting and are taught the consequences of not following simple instructions. As a result, they develop a good awareness of personal safety. However, there are some potential safety hazards relating to the setting's heaters that have not yet been fully addressed. These could compromise children's safety. Children enjoy a healthy range of snacks, including fresh fruit, toast, yoghurt or raisins. They help themselves to a drink whenever they are thirsty, which helps to keep them hydrated. The setting adopts good hygiene routines and procedures to follow for children who have an infectious illness. These measures help to prevent the risk of cross-infection.

Practitioners ensure children only leave the setting with authorised persons and the details of any visitors to the setting are recorded. Security is considered at all times and the toys and resources are checked regularly to ensure they remain safe and suitable for the children to access. This helps to keep them safe at all times. Accident and medication records are shared with parents to help ensure consistency of care. Children's behaviour is very well considered by adults who teach them how to become respectful, cooperative learners. For example, timers are used to encourage children to share and take turns with toys and resources. Continual praise and encouragement helps to reinforce children's good behaviour and desire to share their achievements. These effective measures promote children's welfare and self-esteem.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
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

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.

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.