

St Francis Pre-School

Inspection report for early years provision

Unique reference number EY301961
Inspection date 07/10/2008
Inspector Beryl Richmond

Setting address Blackfield Primary School, Hampton Lane, Blackfield,
Southampton, Hampshire, SO45 1XA
Telephone number 02380 899 406
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).

Description of the setting

St. Francis Preschool has been running from Blackfield Primary School since 2006. The preschool has sole use of one classroom, which is totally self-contained and has its own garden and outside play area. The preschool is a community group managed by a voluntary committee of parents. Children attend from a wide area. The setting is registered to accept up to 26 children in the Early Years Foundation Stage (EYFS) aged from two to under five years. There are currently 61 children on roll, including 46 who are in receipt of Nursery funding. The preschool supports children with learning difficulties and/or disabilities and welcomes those with English as an additional language. The preschool opens five days a week in term time. Sessions are from 08:45 to 11:45 and 12:15 to 15:15 Monday to Friday. Children attend for a variety of sessions. There are eight members of staff working with the children, including four with early years qualification to NVQ level 2 or 3. Four other members of staff are working towards NVQ level 3.

Overall effectiveness of the early years provision

Partnerships with parents are good and this contributes well to children settling happily, feeling safe and enjoying the satisfactory range of activities available for them to enjoy. Children's welfare and safety is given a high priority. Children achieve and progress satisfactorily. The new manager and her team are beginning to use self-evaluation and observation to identify strengths and areas for development, but this process is not fully embedded.

What steps need to be taken to improve provision further?

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

- effectively use observations to inform planning in order to provide all children with sufficient challenges to ensure progression
- introduce a system to effectively monitor and evaluate the setting to include staff, use of resources and children's play
- review planning to ensure that children build systematically on what they already know and to ensure full coverage of all the areas of learning of EYFS

The leadership and management of the early years provision

Since the last inspection in July 2008, a new manager of the setting has been appointed. Action has been taken promptly to address the welfare points for improvement identified at that time. The complaints procedure now complies with current regulations and procedures for staff have been reviewed and now comply with current regulations. All other policies are in place and procedures to safeguard children are rigorous. Progress in making better use of assessment to meet individual children's needs and improving planning to ensure coverage and progression is at an early stage of development. The setting has not yet completed

a self-evaluation form but has begun to complete relevant documents, which contribute to this process. It is clear from staff meeting records that all staff are involved in this process. Staff receive regular appraisals but regular monitoring of the provision is not yet fully established. The setting is welcoming to all children and provides well for the needs of children with learning difficulties and disabilities. Staff work well with parents, value their contributions and work with other agencies well to support the development of the setting's provision. Children are supervised well and there are robust systems in place to ensure the safety of children.

The quality and standards of the early years provision

Children work in a safe environment because adults carry out daily checks and follow well established routines to ensure that children's safety is paramount. Children benefit from learning in a large, bright and purpose built early years classroom, which has an extensive outdoor area, with a large covered area. This means that the children can enjoy outdoor learning whatever the weather. Staff reinforce behaviour well that will help children to stay healthy, like washing their hands after using the toilet and before eating food. There is a good focus on developing children's social skills, such as learning table manners, listening to others and taking turns. The free-flow of activities enable children to progress across all areas of learning and development and children's skills of independence are developing well. There is a strong commitment to learning through play. Relationships are good and staff interact well with children. Children are developing their counting skills well because staff count with them during a range of different activities. They are also developing well creatively because they willingly join in with rhymes and enjoy, for example, painting and junk modelling.

Staff conscientiously carry out informal observations of activities and keep records of children's progress in group work but not enough account is taken of these assessments when planning the next steps in children's learning. Children benefit from a wide range of different activities and make satisfactory progress in the main. However, planning is not yet rigorous enough to ensure that it covers the new EYFS curriculum, meets the needs of the individual child and that learning builds systematically on what is already known. Steps have been taken to address this but revised planning is at an early stage of development. Children are helpful and cooperative, which contributes well to the smooth running of the preschool.

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?	3
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.