

# St Catherine's Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY241016
<b>Inspection date</b>	08/12/2008
<b>Inspector</b>	Eira Gill
<b>Setting address</b>	St Catherine's School, Pymore Road, Bridport, Dorset, DT6 3TR
<b>Telephone number</b>	07790 972280
<b>Email</b>	
<b>Type of setting</b>	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 Catherine's Pre-school has been registered since September 2002. It operates from a pavilion within the school grounds of St Catherine's Primary School, which is situated in the town of Bridport. Children have use of a main play room and toilet facilities. There is an enclosed garden area at the back of the pavilion, and the group is also able to use the school hall and outdoor facilities that includes a very large field for physical play activities.

This parent committee run pre-school is registered to care for a maximum of 12 children aged two to under eight years, and there are currently 17 on roll. At present there are no children aged five to eight years on roll. The group are in receipt of Government funding to provide nursery education and there are currently 10 funded children on register.

The opening hours are Monday to Friday, 08:45 - 11:45, with a lunch club session from 11:45 - 12:30. On Mondays, Tuesdays and Wednesdays an afternoon session is offered from 12:30 - 15:00 term time only.

The committee employ a pre-school leader, who has a degree in early years education as well as early years professional status. There are three other members of staff and all, with one exception, have completed relevant child care training. The group also employs an administrator. There are very close links with the host school, St Catherine's Primary School. The pre-school receives support from the local authority. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

St Catherine's Pre-school provides well for the children in EYFS. Excellent links with parents, outside agencies and the host school ensure that all children enjoy very well-planned activities and make consistently good progress. As a result of the thoughtful and exciting opportunities planned for the children, their contribution to the setting is extremely positive. Good quality resources appeal to all groups of children. They are very well matched to their needs and interests and are effective in promoting their development in all areas of learning. The leader is very skilled and experienced and, together with capable and enthusiastic staff, demonstrates a good commitment to continued improvement.

## **What steps need to be taken to improve provision further?**

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

- improve the accommodation to ensure children have more frequent access to the outside learning environment

## **The leadership and management of the early years provision**

The leader is very experienced and extremely sensitive to children's needs. Her high level skills in understanding how children learn through play are well known locally. The authority recently organised a film crew to make an educational video in the setting. The video is intended to show staff in other settings how to observe children with a specific focus in order to plan their next steps in learning. The leader has also been requested to give talks in other settings on aspects of children's learning.

Excellent links with parents benefit the children immensely. Parents can stay with their children as long as they wish when they start attending and several expressed their great confidence in the setting. One said, 'It's absolutely perfect. They go that extra mile to ensure parents feel comfortable.' Another commented, 'Communication is very good and the staff allow the children to follow their own ideas and preferences.' Parents are keen to attend discussion meetings the leader organises and have already asked for another meeting to focus on 'Encouraging Positive Behaviour'. On arrival, there is a happy buzz as parents and staff greet each other, exchanging news and important information about the children.

Highly effective links with the host school ensure an excellent start for the children when they leave the setting. Children and staff often visit the school for assemblies and other events and there is a generous sharing of the school's facilities which is much appreciated.

Self-evaluation is good. Discussion is ongoing about what is going well and what can improve. The leader has produced a document evaluating in detail different aspects of the setting. Next term, all staff will be involved in completing sections of the more formal self-evaluation document and discuss what further improvement is required. Safeguarding policies are fully in place and ensure that children are well protected. New staff are vetted appropriately. Close and effective teamwork between the leader and assistants ensures that children are safe, feel valued and make good progress in their learning. Risk assessments are rigorous.

## **The quality and standards of the early years provision**

A very stimulating programme of learning opportunities help all children to make good and, sometimes, excellent progress across all areas of EYFS learning. A good balance of adult led and activities chosen by children develops their confidence and social skills very effectively. All aspects of children's development are noted in detail in the children's learning story booklets. Parents are also encouraged to add their own comments. Staff are trained in observational techniques. Jottings are made during the day noting children's involvement in activities at specific levels. The use of photography is taken to a high level in this setting. Staff and children take photographs. They are displayed or pasted in children's story books together with speech bubbles indicating the child's spoken description of what they are doing or what other children are doing. This excellent system of assessment drives planning for the next steps in learning and ensures children's interests are

identified and built upon. The children's key workers and the leader work very closely together and share their understanding and knowledge of the progress of each child weekly. Children make their own scrapbooks containing photographs and parents' comments and enjoy looking through them with their friends. This is just one of the ways they contribute to their community.

The setting is a very safe environment in which risk is minimised. Staff have a very clear understanding of how child protection and other policies are implemented. The outside environment is safe with excellent opportunities to widen the children's knowledge and understanding in all areas of learning. Beyond the fenced area is the very large school field where the children can run and roll down a grassy mound, for example, in freedom and complete safety. However, the use of the outside area is restricted to certain times of each day when all the children and staff go outside. There is no freeflow of activities from inside to outside due to supervision issues connected to the architecture of the building. The administrator has applied for a grant for a bigger building with better access to the outside environment.

Snack time gives children plenty of opportunities to be very helpful, to learn about how to keep safe and about healthy eating. They lay the tables, they have a go at making sandwiches, choose the contents and learn how to use knives cautiously. One child said, 'I want something healthy in my sandwich. I want lettuce.' Children learn to ask politely, one asking 'Do you want milk or water today?' Excellent relationships were very evident during this session. Staff hovered and helped when necessary encouraging good manners and conversation. Again, good opportunities for the children to contribute to their community and also to respect other children's diverse needs and backgrounds.

Outstanding teaching and learning skills were evident in a session when the leader held up rectangular cards with phrases such as, gentle hands, talk quietly, use walking feet inside and be safe. A few children immediately recognised some of the words and had a go at reading them. This is because they had been given the opportunity to choose the phrases to remind each other of how to keep safe in the setting. The children's personal development, as well as their communication and language skills, moved forward very well and was a fun session for the children. This lesson showed how well the children's skills of concentration are developing as well as their understanding of letters and words. Their behaviour during the session was first rate. Such experience helps the children get ready for their primary school education. Letter sounds are introduced through songs and Kim's Game when all the articles begin with the same letter. Number skills are taught with games such as how many articles in a jar and plenty of practical activities. Children are also encouraged to take photographs for displays and also to store them on the laptop and use the slide show facility. Their ICT skills are developed by plenty of practice with the mouse aided by memory and listening programmes.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.