

# Friary Pre-School

Inspection report for early years provision

---

**Unique reference number** 113493  
**Inspection date** 09/12/2008  
**Inspector** Elizabeth Dickson

**Setting address** St. Francis of Assisi Catholic School, Southgate Drive,  
Crawley, West Sussex, RH10 6HD

**Telephone number** 01293 403 873

**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).

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

Friary Pre-School is run by the Catholic Diocese of Arundel and Brighton. It was registered in 1989 and operates from St Francis of Assisi School in Crawley. The pre-school is open each weekday from 09.00 to 11.45 and from 13.00 to 15.30 during term times. All children share access to a secure enclosed outdoor play area. There are currently 60 children aged from two to under five years on roll. Of these, 45 children receive funding for early education. Children attend from the local area. The pre-school currently supports one child with learning difficulties. The pre-school employs eight members of staff, all of whom hold appropriate early years qualifications. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is appropriate disability access.

## Overall effectiveness of the early years provision

Children enjoy their time at pre-school. They settle quickly and staff ensure that they and their parents feel included and supported. The setting has a satisfactory capacity to improve. Staff have worked hard to address the issues arising from the last inspection. As a result, the quality of provision, particularly relating to children's learning and development, has improved. However, some aspects of the documentation, procedures and staff training relating to children's welfare do not meet requirements. There is currently no evaluation of the setting's strengths and weaknesses to identify areas for development and further plans for improvement.

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

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

- develop systems to assess how well the setting meets children's individual needs in order to identify what needs to be done to improve the provision further

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

- ensure that policies and procedures relating to children's welfare and safeguarding are updated and include required information (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 31/01/2009
- ensure that all staff receive up-to-date training in child protection (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 31/01/2009
- undertake a risk assessment of the premises at least once in each calendar year or more frequently where the need arises (Suitable premises, environment and 31/01/2009

equipment) (also applies to both parts of the Childcare Register)

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

The strong sense of purpose and commitment among the manager and staff ensure the pre-school runs smoothly on a day-to-day basis. They work well together and have an appropriate understanding of their roles and responsibilities. Children and their families are warmly welcomed at the beginning of each session by practitioners who know them well, and work closely with parents to meet individual children's needs. An effective key person system means that children feel confident there is someone they can go to for support, and parents are reassured that their child will be well cared for. Information on children's assessments and achievements is regularly shared with parents through discussion and a 'contact book', enabling them to feel involved in sharing what they know about their child, and encouraging them to help in identifying the next steps in their child's learning. The setting makes good use of parental contributions in their assessments of children.

Safeguarding procedures within the pre-school are sound. Staff are suitably vetted, and ensure children are well supervised at all times. Most of the necessary documentation is in place to promote children's welfare. However, the policies and procedures have not been reviewed or updated for some time. Some important information is missing, such as the procedure to be followed in the event of an allegation against a member of staff. This is in breach of the welfare requirements of the Early Years Foundation Stage. The policy on equality of opportunities is out of date and currently under review. Risk assessments are conducted for all outings. Staff carry out daily safety checks of the premises, but there are currently no procedures for carrying out full risk assessments of the environment to identify potential hazards.

The setting has taken steps to ensure that the health and safety issues arising from the previous inspection have been fully addressed. The premises are now secure; an alarm system has been fitted to prevent unauthorised access and ensure children cannot leave the setting unsupervised. Drinking water is now freely accessible to children, and handwashing routines now minimise the risk of cross-infection.

Staff meet regularly and exchange information both informally and formally on the children in their care, and this helps them meet the needs of children who attend. However, there are no systems in place to evaluate the provision to enable staff to reflect on their practice, and enable management to identify and build on the strengths, and provide for staff development.

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

Staff are positive role models, treating children with respect and supporting them in their play. As a result, children come to pre-school happily, settle quickly, behave very well and are satisfactorily prepared for the next steps in their education. The pre-school offers a good range of planned activities that are a mix of adult-led and child-initiated activities. Resources are easily accessible to the children, arranged at child level and pictorially labelled. This enables children to think for themselves in making choices about which resources they would like, and following through their ideas. Children are developing good relationships with one another, as seen when two girls chatted and took turns playing a matching game on the computer, or when three children shared the resources for making plant pot covers to take home to their parents.

Practitioners have good knowledge of children's starting points and liaise closely with parents to obtain and convey information. Formal observations of children's achievements and progress are used effectively to inform assessment of their individual developmental needs. Planning of the activities is built around children's interests, which are identified together with parents from the time they start the pre-school. Their achievements are recorded in a 'Learning Journal', together with photographic evidence and samples of their work. Although these records are at an early stage of development, the information gathered is enabling children to make progress within the Early Years Foundation Stage at their own pace.

A healthy and safe lifestyle is positively promoted. Staff encourage appropriate eating habits through encouraging children to eat fruit during the session and take exercise running around outdoors and using the ride-on toys. Children know to wash their hands before snack time and are aware of the rules for walking, not running, inside. Staff promote children's independence and a sense of responsibility. At snack time children learn to pour their own drink and help clear away and they make a positive contribution as a result. They enjoy taking part in communal activities such as decorating the Christmas tree – 'I liked doing the Christmas tree' said one child - and making Christmas cakes for regular visitors to the pre-school. Outings, for example, to Gatwick airport using the monorail, or the local supermarket, give children an awareness of their local area. Children's social skills are promoted well, for example, through snack time when they learn to pray together and converse with one another. They showed good concentration when they gathered to listen and watch attentively while a member of staff expressively read a Christmas story.

## 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> | 3 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 3 |

### Leadership and management

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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?                                                                | 3 |

### 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>       | 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? | 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](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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 31/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 31/01/2009

## **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.