

St. John's C.E. Pre-School

Inspection report for early years provision

Unique reference number

EY374714

Inspection date

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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

St John's C.E. Pre-School opened in 2008. It is operated by a private provider and is situated in a primary school in the centre of Pemberton, Wigan. The facility operates from a classroom with adjacent cloakroom and has use of the school hall. Children have sole use of an enclosed outdoor play area. The pre-school is open each weekday from 09.00 until 11.30 and from 12.30 until 15.00, during term time only.

The setting is registered on the Early Years Register. A maximum of 23 children may attend at any one time. There are currently 38 children aged from three to under five years on roll, children attend on a part-time basis.

There are three members of staff, all hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) at level 2 and the manager is qualified to NVQ at level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development is effectively promoted by a small dedicated staff team. Close liaison with parents ensures staff are well informed about and take account of individual children's needs. Children thrive in a stimulating, well presented preschool environment, they make meaningful choices about what they do and many children have highly developed self help skills. Staff plan a broad and balanced curriculum and routinely enhance the continuous provision, consequently children show sustained interest in the resources provided. Staff know children well, they routinely observe what they can do and support individual children well, although formal assessments lack detail. Self evaluation is ongoing and the setting works closely with external agencies to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- provide additional opportunities for children to find out about and learn how to use appropriate information technology, such as computers and programmable toys that support their learning
- recognise the learning potential of the outdoor environment and provide opportunities so that children can move freely between the indoor and outdoor environment
- analyse your observations to help plan 'what next' for individuals and groups of children and develop records of learning and development.

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

- keep a written record of all medicines administered to 25/02/2009

children.

The leadership and management of the early years provision

The management team are very well supported by the owners. Management roles and responsibilities are clearly defined and the manager leads the small staff team by positive example. Recruitment procedures are strong and staff turnover is very low which contributes significantly to both effective team working and the consistent care the children receive. Attention to written documentation is generally very good, although records relating to the administration of medication lack detail. A comprehensive range of written policies and procedures are available, these are well known by the staff and appropriately shared with parents. Good consideration is given to staff training and development. Staff are clear about individual training needs and are keen to strengthen their knowledge in relation to their designated roles.

Self evaluation is strong and has a positive impact on the children, for example, staff continually review planning, activities and the organisation of the room. Consequently, additional areas have been created, so that, children can enter quieter area's and play without interruptions, whilst being able to access a broad range of resources that enhance their play. Children are effectively safeguarded, rigorous risk assessment are completed prior to outings into the community and ongoing safety checks compliment the formal risk assessment for the setting. Strong procedures are in place to ensure children are protected in the event of suspected abuse. Parents are clearly informed of the settings role and responsibility and of their own duty to share details of existing injuries, which will be recorded in the home incident book.

Mutually respectful relationships are evident between parents and staff. Staff encourage parents to share information about their child's welfare, as a result, they are able to understand and provide additional support for children who are experiencing difficulties at home. For example, one parent comments on how positively staff dealt with irregular arrival times, ensuring their child still benefited from the full range of activities and experiences and did not feel different because they arrived after the other children. Parents are routinely informed about topics and themes, examples of children's work and photographs are prominently displayed in the reception area, alongside copies of relevant policies and procedures. In addition parents receive an informative parents pack. Parents are encouraged to share verbally what they know about their child's learning and development, but the forms devised to establish children's starting points are not yet utilised.

The quality and standards of the early years provision

Children who are settled in pre-school display very high levels of self confidence and self esteem, they operate with increasing independence, moving meaningfully around the pre-school environment, making meaning fully choices about how they

spend their time. Children have formed secure attachments with both adults and their peers, older children show care and concern for others, for example, showing concern for a child who is unwell and encouraging a quiet child to join in with their play. Most children demonstrate a very strong sense of belonging, they confidently use the self registration system on arrival, decide when they want to have their snack and take pride in their surroundings. As the music signals tidy up time, children move efficiently around the room, returning their play materials to their designated place, taking care to ensure books are correctly placed the right way up in the wire rack.

Most children communicate confidently and staff are mindful of individual personalities and stages of development. They plan exciting activities which promote all children's learning and development. For example, quieter members of the group enjoy dressing up as people who help us and speaking to the group through a large cardboard television. Staff support children's learning very well, following the group activity, the props are available for children to continue playing with imagination, initially supported by a member of staff who asks them questions and stimulates their thinking. As children become confident the member of staff withdraws and children delight in taking turns answering and asking questions. The quality of teaching is good, staff prepare children well, stimulating children's interest in the story before they begin. Consequently children are enthralled and listen with interest as the story begins.

Staff plan a broad and balanced curriculum which helps children make good progress in all areas of learning. They benefit from a very stimulating and accessible indoor learning environment, although less consideration is given to outdoor provision. Although children do have daily access to fresh air and exercise which contributes to a healthy lifestyle. Children have many opportunities to develop and acquire new physical skills, they respond enthusiastically to simple exercise routines and use small tools, such as scissors and knives with increasing skill and control. However, opportunities for children to find out about and learn how to use appropriate information technology, such as computers and programmable toys that support their learning are limited.

Children are continually learning about the world around them, as staff raise their awareness of themselves, their own and the cultures and beliefs of others, people who help them and the natural world. Staff are knowledgeable about what children can do and in practice support individual children very well. Children's progress in each area of learning is monitored each term, although ongoing observational assessments tend to focus on specific areas of development and do not provide a balanced record of children's development. Consequently, links between the observation system and planning are not fully developed.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	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?	2
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?	3
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.