

St Georges Pre-School

Inspection report for early years provision

Unique reference number

EY376612

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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).

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 Georges Pre-School has been registered since 2008. It operates from St Georges Church Hall serving the local community in the Lee Mount area of Halifax. Children are accommodated in main hall and have use of associated facilities. The building has disabled access.

There is no access to outdoor play but children are taken on regular outings to the local park.

The pre-school is registered to care for 24 children in the early years age group. The group offers care for children in the later years age group providing out of school care; this provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll who attend for a variety of sessions.

The pre-school is open 09.00 to 15.30, Monday to Friday all year round.

There are two members of staff that work with the children. Both of these hold an appropriate childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and settled at the pre-school. Their welfare is protected and they are making progress towards the early learning goals. Staff know the children well, understand their different personalities and give them individual support. Staff have identified areas for improvement and have taken steps to access training in observation and assessment of children's learning and development to enable them to plan more effectively to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- ensure that children have opportunities to recognise numerals and begin to understand sequencing
- provide opportunities for children to be able to construct on a large scale
- use observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child.

The leadership and management of the early years provision

The staff group has a positive attitude to self-evaluation and their professional development through ongoing training. They have identified the need to improve

their observation and assessment skills to inform future planning and the further development of children's records of achievement. They are currently accessing training through the local authority early years team. Systems are in place for the recruitment, selection and induction of staff and for safeguarding of children, however, these are untested as the group has only been in operation for a few weeks. All policies and procedures required for the safe and appropriate management of young children are in place and contain all the required information.

Satisfactory systems are in place to monitor effectiveness of the provision. These include weekly planning meetings, written evaluation of activities, staff appraisals and informal daily discussions. Staff have identified areas for improvement, such as gaining the local authority 'Cute Fruit' award for healthy eating and introducing the children to dental hygiene. They are also planning improvements to the environment with the refurbishment of toilets and kitchen facilities.

Staff have a clear understanding of their responsibilities under the Children Act to safeguard children and of their roles and accountability in reporting concerns. Children's welfare is protected by relevant risk assessments for all areas of the building, outdoors and resources. Children are further protected by a range of everyday safety measures, such as external doors being kept locked, visitors signed in and out and the use of passwords when collecting children. The environment is well kept and resources are clean, safe and of good quality.

Staff are working to build links with parents and other providers in the area. A book for parents to record their views is in operation and staff are developing links with the local Sure Start project and the Ovenden Initiative community project. They are planning an open day for the community and will contact parents of young children through a letter going out from the local primary school. Staff work closely with parents on behaviour strategies and reward systems to ensure consistency for the children.

The quality and standards of the early years provision

Children are making satisfactory progress towards the early learning goals. They are happy and settled in the pre-school. They are given individual support by the staff in an environment that supports their learning and development. They have lots of room to move around freely and make choices about their play and initiate their own learning. The playroom is well set out in clearly defined areas. Children can rest or be active as they need and enjoy being snuggled up in the book corner with a good supply of comfy cushions and blankets. Children are allowed to experiment. They are fascinated when blue water is put into a yellow water tray and it appears to turn green. Their creativity is well supplied with thick, bright paint and fat brushes. Staff allow them freedom to express themselves with no expectation of an end product. Staff take opportunities to extend children's learning by asking open questions, for instance, by encouraging a child to recall what she has seen at a recent visit to an aquarium. Staff extend learning by providing an under water theme in the water play with fish and mammals to make links with the creatures the child has seen. Children learn about problem solving,

reasoning and numeracy in their day-to-day practice. This is promoted through a selection of mathematical puzzles including threading, weighing scales, linking shapes and magnets. However, children have few opportunities to recognise numerals and sequencing or to construct on a large scale. Outdoor play is difficult to access but staff make provision for fresh air and exercise as opportunities arise. For example, on a recent windy day they took the children into the local park to fly kites.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They are learning about personal hygiene and self-help skills. They are encouraged to wash their hands after visiting the toilet and before having their snack. They are becoming self-sufficient in small tasks, such as putting on aprons and staff are developing children's independence by encouraging them in skills, such as buttering their own toast at snack time.

Interaction between the staff and the children is good. They know the children well and understand their individual needs. Basic planning systems are in place and need to be extended. Staff are beginning to use observations of the children and knowledge of their different personalities, likes and dislikes to inform planning. Children's individual records of achievement are evidenced with artwork and some evaluative observations. Parents have access to their children's records of achievement and have been invited on to the committee to have input into how the group is run and children's learning and development.

Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. Children were observed to care for each other and are sensitive to each other's needs, for example, children were observed caring for a younger child, taking her to different activities and finding her photograph displayed on the wall. They play together side by side and are happy and content in the staff's care.

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?	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?	3
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?	3
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 B: the Childcare Register

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

Met

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

Met

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 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.