

St Peter's Pre-School

Inspection report for early years provision

Unique reference number	205223
Inspection date	02/02/2009
Inspector	Saida Cummings
Setting address	St. Peters Church, St. Peters Church Lane, Droitwich, Worcestershire, WR9 7AN
Telephone number	07980 070023
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 Peter's Pre-School opened in 1976 and is a registered charity managed by a committee of parents and carers. The setting operates from the church vestry adjacent to St Peter's Church in a residential area of Droitwich, Worcestershire. Children have access to a small enclosed outdoor play area. Further outside play is provided through local walks and visits to the adjacent playing fields and park. The provision is easily accessible as all areas used by children are at ground level. The setting serves children from local and surrounding areas. A maximum of 18 children may attend at any one time. Children from the age of two years and nine months to five years of age attend the setting.

There are currently 32 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for the provision of free early education to children aged three and four. This provision is registered by Ofsted on the Early Years Register. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The pre-school is open each week day during term time only. Sessions are from 08:45 to 11:45 and from 12:00 to 15:15. The setting employs four staff who work with the children. Of these, three hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and enjoy their time in the relaxed and well-organised environment. Inclusion is well promoted and children's individual needs are recognised and well catered for. Children's learning and development is very well supported as staff ensure that daily planned activities and spontaneous play are tailored towards each child's individual learning needs. Their safety and welfare is successfully promoted, with the exception of minor weaknesses. There are effective partnerships with parents and carers and staff ensure continuity and coherence by working closely with the local school. Although the manager and staff have started systems for self-evaluation, these are not yet fully developed to ensure the setting is able to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system further to ensure the key strengths and weaknesses are identified which enables continuous improvements to be made.

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

- obtain information for each child about who has legal contact with the child and who has parental responsibility for the child. (Safeguarding and promoting children's welfare)

19/02/2009

The leadership and management of the early years provision

Effective management of the setting ensures that all children enjoy challenging experiences that are tailored to meet their individual needs. The manager and staff are enthusiastic, dedicated and work well together as a strong and supportive team. They successfully use observations and assessments to plan for individual children's next stages of learning and development. All children are treated with equal concern and staff ensure each child is able to join in at their own level. This includes excellent procedures for caring for any children with learning difficulties and/or disabilities. The management and staff work very well with the parents, carers and outside agencies to ensure any children with specific needs are well supported and able to develop at their own pace. The effective policies and procedures work in practice to safeguard children and promote their health and well-being. Most of the required documentation is in place. However, the setting does not have secure required information about who has legal contact with a child and who has parental responsibility.

Robust procedures are in place for the recruitment, vetting, induction and training of staff. Children are safeguarded by a team of staff who have a good understanding of the issues surrounding child protection and recognise that this is their first priority. They are kept safe as there are effective systems for risk assessing all areas, indoors and outdoors, and all staff are made fully aware of any potential risks to ensure hazards to children are minimised. For example, staff are vigilant and deployed effectively during arrival and collection times to ensure all children are kept secure during these periods of the day.

The effective partnership with parents, carers and outside agencies plays a key part in providing high-quality care and education for individual children. Parents and carers are kept well informed of their children's progress through daily discussions and regular meetings. The manager and staff have started developing a self-evaluation system through their current overall review of the organisation, policies and procedures. However, the system for self-evaluating to ensure the setting is able to make continuous improvements in all areas is not yet fully developed.

The quality and standards of the early years provision

Children are motivated, enthusiastic and are progressing well towards the early learning goals. Staff encourage and praise children in everything they do, ensuring they supervise and support them without inhibiting their ideas and imagination. Children's independence, self-esteem and confidence is nurtured through everyday

routines and activities, such as putting on and taking off their own coats, scarves, hats and gloves. Children's health and welfare is very well catered for as they are cared for by an experienced and dedicated group of staff. They help children to develop an understanding of how to lead a healthy lifestyle. Children are beginning to develop self-care skills during daily hygiene routines and are given many opportunities to develop their physical skills. Although the outdoor play facilities are limited, staff ensure children are given many opportunities to play out in the fresh air. This includes regular visits to the local park and playing fields. Children also enjoy taking part in indoor physical activities, such as playing hop scotch and taking part in music and movement sessions. For example, they are able to follow instructions and use different parts of their body to jump, hop, clap and stretch.

Children's language and literacy skills are developed through relaxed conversations and their love of books and story telling. They relax on large cushions whilst listening to their chosen stories. Children participate in a range of activities which will contribute towards their future economic well-being, such as problem solving during their instigated construction play and developing good keyboard skills when using the computer. Children receive lots of praise and encouragement to help them understand what is expected of them. They work and play well together, taking turns, sharing and giving consideration to each other. As a result, children are generally well behaved and thrive in a positive learning environment.

Children's understanding of the world around them and the wider society is encouraged through a range of activities, outings and visitors to the setting. For example, their awareness of safety is further developed when they take part in relevant discussions and activities when professionals from the police and fire brigade visit the setting. Staff are very aware of the importance of involving parents and carers in the life of the setting and their children's development. They work well together to fully promote children's progress by identifying their starting point and carefully planning the next steps to enable them to develop their skills. Parents and carers receive information in newsletters and displays about planned activities and themes to enable them to support their children's learning at home. For example, they receive appropriate information giving ideas as to how they can extend their children's learning during everyday routines, such as counting when climbing up and down stairs.

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?	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?	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 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.