

St John's Pre-School

Inspection report for early years provision

Unique reference number 116286
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Inspector Jacqui Lloyd / Joanne Lindsey Caswell

Setting address St. John's Church Hall, St. John's Road, Isleworth,
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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 Pre School was first registered in 1990, but has been established for many years and operates from St John's Church Hall, in Isleworth in the Borough of Hounslow.

The setting is open each weekday from 09.15 to 12.15 during term time only. Children have access to the main hall and also a secure outdoor play area.

The setting is registered on the Early Years Register and is in receipt of funding to provide early years education. A maximum of 26 children may attend at any one time. There are currently 45 children, aged from two to four years, on roll. The setting currently supports a number of children who speak English as an additional language.

The setting employs 11 members of staff. Of these, eight staff hold recognised early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a very good understanding of each child's personal needs and this enables them to support all children's learning and development appropriately. As a result, children enjoy their time at the setting and make good progress in their learning. The partnerships with parents/carers and other professionals is good and this ensures the needs of all children are met very well. Good procedures are in place for self-evaluation and this is completed regularly by all staff, ensuring any areas for development are promptly identified and acted upon.

What steps need to be taken to improve provision further?

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

- review the organisation of resources to enable children more opportunities to select their own resources and make independent choices
- continue to consistently review the learning programme to ensure children benefit from a good balance of child-initiated play and adult-lead activities and uninterrupted time to enhance their learning

The leadership and management of the early years provision

The setting has been established for many years and has a strong, dedicated staff team. Staff work well together and utilise their skills effectively. Clear staff deployment and high adult to child ratios enable children to receive plenty of individual attention and ensure their personal needs are quickly addressed. All staff are dedicated toward professional development and regularly attend professional training. Staff are committed to reflecting on their practice and regularly carry out

evaluation on the provision. This has been particularly effective in the development of the outside area and good provision has been developed in this area to enhance children's learning.

The daily routine and provision of activities is generally good in supporting children's learning. The first half of the session offers children plenty of time to explore their learning and express their ideas and imagination freely. Staff enable children to move freely around the room and access all areas easily. For example, children enjoy making cakes with the play dough and have freedom to bake their cakes in the role play area. The provision to allow children to move around freely really helps children to become absorbed in their learning. However, in the second half of the session, children's play is interrupted due to the organisation of more adult-led activities. Limited storage facilities do not always sufficiently allow children to select toys and resources of their own choice, as these are sometimes pre-selected by staff.

Children's learning and development is closely monitored and staff regularly carry out observations and assessments. Staff know the children well and work closely with parents/carers to assess children's starting points and developing skills and interests. As a result, staff plan activities that challenge children appropriately and support their personal learning needs. Particularly good provision is in place to support children who need additional support with language and communication development.

Good procedures are in place to safeguard children. Robust recruitment and vetting procedures ensure all staff are cleared to work with children and all staff attend training in safeguarding children. Relevant documentation is in place to support children's health and safety and staff are vigilant in identifying potential risks and complete relevant risk assessments.

The quality and standards of the early years provision

Children enjoy their morning at the setting and benefit from a wide range of activities. They form good relationships with their peers and adults and talk excitedly about what they like doing. They develop good skills in literacy and numeracy and become familiar with technology, such as using computers and resources, such as digital cameras. Children develop a real sense of belonging within the setting and have confidence to speak and sing in front of the group. During group discussions, children are particularly good at listening attentively to each other. As a result, children show respect for one another and are very aware of the needs of others.

Children develop a clear understanding of acceptable behaviour levels as staff promote positive behaviour and encourage a happy and purposeful atmosphere. For example, children are rewarded for 'good sitting' and 'good listening'. There are simple behaviour codes that children understand, such as sharing resources and being kind to each other.

There is good provision in place to support children's healthy development. Staff

are committed to helping children understand good personal hygiene routines and, as a result, children clearly understand how to take care of their personal needs. Reminder posters and reinforcement by staff help children to understand they must wash their hands after toileting, before eating and after activities, such as handling the setting's giant snail. The outside area offers children plenty of opportunities to play in the fresh air and enjoy physical activity, such as digging in the garden and using physical apparatus, such as a climbing frame and slide. Good provision is available inside, enabling children to move in a variety of ways, such as crawling, balancing and using wheeled toys.

Children develop a positive attitude towards healthy eating as they enjoy nutritious and nourishing snacks on a daily basis. Children try different fruits and raw vegetables and talk excitedly about the different foods they like to eat, clearly aware that some foods are good for them and support their healthy development.

Children develop awareness of how to keep themselves safe. Staff remind children whilst they are playing about how to be careful and to protect others. For example, whilst using the wheeled toys, children understand they must be careful about not bumping into others. Children know they must not run around inside and must be careful whilst using the climbing frame. This helps children to play safely and be aware of possible risks.

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.