

St Lukes Parkstone Pre-School

Inspection report for early years provision

Unique reference number	511108
Inspection date	08/05/2009
Inspector	Christine Coram

Setting address	37 Birchwood Road, Parkstone, Poole, Dorset, BH14 9NW
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Telephone number	01202 735685
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Email	
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Type of setting	Childcare on non-domestic premises
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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 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 Luke's Pre-school is a committee run group. It opened in 1991 and operates from St Luke's Church Hall. Children have access to a large hall and a smaller quiet room. Children also have access to an enclosed outdoor play area that opens directly from the main hall. The setting is situated in a residential area in Lower Parkstone, Poole. It is open each weekday from 09.30 to 12.30 during school term-time only.

The setting is registered on the Early Years Register and a maximum of 26 children may attend the setting at any one time. There are currently 41 children aged from two to under three years on roll. There are seven permanent members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children enjoy an exciting, interesting and challenging session. They are absorbed in their activities, and enjoy caring relationships with the adults. Staff members plan to accommodate children's individual needs, abilities and preferences so that all are included and they promote the children's learning and development well. They are motivated to develop and improve the service in all areas, and keen to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- review the daily routine to ensure that the excellent learning and development opportunities in free play extend to the whole session

The leadership and management of the early years provision

Children benefit because of the excellent teamwork amongst the staff members. The manager successfully motivates staff and they are fully encouraged to make their suggestions and try new ways of working. They constantly reflect on, and evaluate their practice and the changes they make, and the manager assists them in this process to fine-tune the activities. They are clear about their priorities for improvement. All staff are very positive so that children are secure and confident.

The setting works effectively in partnership with parents and carers. Good levels of information are exchanged through notices, parents' evenings and one-to-one meetings with the child's key person. The staff make sure that parents have every opportunity to speak to adults each day. Parents are extremely enthusiastic in their praise of the setting, specifically mentioning the caring staff, the assessment of

their child's progress and the photographic record books that demonstrate progress through effectively annotated pictures of the child. Children that attend other settings benefit from a link book in conjunction with the parents. Staff forge close links with the schools that the children will attend.

Children play and learn in safety because staff are very vigilant about the procedures and safety precautions that are in place. They are observant and step in to help the children promote their own safety and that of their peers. They also have a good understanding of safeguarding issues and procedures, which protects the children from possible harm.

The quality and standards of the early years provision

Outcomes for children are promoted well. Children's health is a priority because staff have extended the snack to provide a time for discussion and developing social skills. Children enjoy their involvement in preparation of their own healthy snack, buttering a slice of French bread and choosing to add cheese or marmite, for example. This stimulates their interest in the food and encourages them to try different tastes. They learn to take responsibility for their own hygiene as the routines promote healthy habits. Children also begin to understand about taking responsibility for their safety. For example, they help with risk assessing using a chart with photographs of children and different parts of the premises and ticking the boxes when safety measures are in place. Staff support this growing understanding through conversation about safety and being careful.

Children thoroughly enjoy the activities in the free sessions and eagerly participate in activities that promote their learning. They have clearly learned that the activities that the staff arrange will be interesting and so they develop skills and a positive attitude to learning that will help them in the future. They are fascinated by the project through which they learn about other cultures. Their imagination is particularly stimulated by a week of Japanese activities. During mark-making activities, a four-year-old states that they are drawing 'Japanese people'. Children generally behave well. They are learning to take account of the needs and wants of others.

Children make good progress in their learning and development. For example, four-year-olds play co-operatively, sharing the sticking tape and handing it to each other when they have taken their piece. They are developing well in their recognition of sounds and letters. A staff member asks if they know any words beginning with 'E' and a four-year-old immediately says 'eggs' and with prompting 'ears' then adds 'earrings and eyes'. They also use numbers with increasing understanding. A member of staff gives numbers to all the adults and asks 'If I'm number six, what number is the next?' A four-year-old states 'She's seven.' They know many names of shapes and identify them in the environment. A three-year-old makes a triangle with her hands and names the shape.

Children develop a range of physical skills such as cutting with scissors. Four-year-olds use them confidently and with purpose to cut out pictures accurately. They are also skilful in bouncing and throwing balls. They eagerly take part in a painting

activity in which they are encouraged to try to paint thick and thin lines, and dab the paint to make pictures of Japanese flowers. The more-able children follow the instructions and are proud of the result. The following day, a child uses these techniques during free painting.

During the free choice times, they thrive through the wonderful range of opportunities to select independently, and these ensure that they make progress in all areas of learning. However, there are times during the morning when children are not all engaged, such as the book time in the quiet room. Key staff members regularly undertake assessments of individual children through observation. These effectively identify the achievements of the children and the next steps to promote all areas of learning. Planning is based on these next steps and the preferences that children state. Therefore, their needs are met effectively.

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

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