

# St Paulinus Pre-school

Inspection report for early years provision

---

<b>Unique reference number</b>	115374
<b>Inspection date</b>	08/05/2009
<b>Inspector</b>	Christine Lynne Hodge
<b>Setting address</b>	St Paulinus Church Hall, Manor Road, Crayford, Kent, DA1 4EP
<b>Telephone number</b>	01322-522628
<b>Email</b>	
<b>Type of setting</b>	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 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 Paulinus Pre-School provides sessional care and education for children between the ages of two years and five years. It serves a highly populated urban area in Crayford and many of the children who attend live locally. The pre-school, which was established in 1965, operates from a church hall complex; it has the use of a small hall and a large hall with a small side room, both halls have direct access to an enclosed outside play area. Suitable kitchen and toilet facilities are provided. Currently the pre-school operates during term-time and offers five morning sessions from 09.15 until 11.45 and four afternoon sessions from 13.15 until 15.45.

A management committee, drawn from church members and parents of children attending the group, has overall responsibility for the pre-school. The manager is the nominated person and has day-to-day responsibility for all aspects of care and education. The present manager has been in post since September 2004 and holds a Level 4 qualification.

The pre-school is registered on the Early Years Register. A maximum of 52 children, with no more than 24 children aged from two to five years in the small hall and no more than 28 children aged from two to five years in the main hall, may attend the pre-school at any one time. There are currently 84 children on roll, some of whom attend for part of the week only. There are systems in place to support children with special educational needs (SEN) and those who speak English as an additional language.

A team of 11 experienced and qualified staff work directly with the children. Five of these are currently working towards a Level 4 qualification. The pre-school provides funded early education for three and four-year-olds and receives support from the Early Years Advisory Teacher. The group is also a member of the Pre-School Learning Alliance (PLA).

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Staff's well developed knowledge of the Early Years Foundation Stage and of the individual children in their care ensures that they successfully promote all aspects of children's learning and development. The stimulating outside area is a key strength in helping children to enjoy physical play and to develop an awareness of nature. Children are safe and secure at all times and enjoy learning about the local community. Partnerships with parents are well established and contribute to children's learning. Regular self-evaluation by the manager and staff team ensures that any priorities for future development are identified and acted on.

## **What steps need to be taken to improve provision further?**

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

- further develop the system for observation and assessment by finding out more from parents about children's starting points and ensuring that priorities are identified and are used to plan for the next steps in each child's learning
- further develop children's independence skills by providing opportunities for them to self-select resources and to be involved in preparing snacks to extend their learning
- provide children with more opportunities to develop and promote their creativity

## **The leadership and management of the early years provision**

The pre-school is well organised and the experienced manager and staff team work efficiently together to ensure that children are secure in a safe and inclusive environment. Staff are well deployed and careful attention is paid to the group's risk assessment and recruitment procedures to keep children safe. Adults demonstrate a good understanding of their role and responsibility for protecting children in line with Local Safeguarding Child Board procedures. An effective key person system ensures that staff know their children well and plan for their individual needs within the themal planning. The pre-school has systems in place to support children with English as an additional language and the Special Needs Coordinator (SENCO) works closely with parents, the Area SENCO and other professionals, such as speech and language therapists, to identify and work with children with disabilities and learning difficulties.

Staff act as good role models and explain to children quietly about unwanted behaviour, giving them lots of praise and encouragement to promote their self-esteem. As a result children are learning to share and take turns and to listen and concentrate for extended periods of time whilst participating in a wide range of activities. Parents are welcomed into the setting and staff value their involvement with activities and on organised outings to the theatre and farms. Although parents receive good information about the group and are kept well informed of their children's progress there is no system in place to find out what children can do before they start at the pre-school.

Although the manager and staff team all hold relevant early years qualifications they are keen to continue to develop their childcare knowledge and skills by attending further training. Team meetings and staff appraisals are used effectively to identify training needs and to monitor and evaluate the setting's practice and to plan for future development. Documentation is well maintained and comprehensive policies and procedures are used effectively to promote the welfare of children.

## **The quality and standards of the early years provision**

The pre-school provides children with good opportunities to make significant progress across all areas of their learning and development. Regular observations and assessments are carried out by key workers who know their children well. However, there is no clear evidence of how this information is linked to planning

for each children's next steps. Planning is currently based on a two year rolling programme of half termly themes and activities which staff adapt for individual children within their keyworker group. Children are asked for their ideas and what they would like to do for certain activities. For example, the current theme is books and literature and this week the focus book is called 'We Are Going On a Bear Hunt'. As part of the theme children have requested to have a cave made from a blanket covering room dividers and have great fun pretending to hunt the teddy bears and take part in a teddy bear picnic.

Children are happy and confident in the setting because adults support them in their play and learning, by providing a good balance of adult led and child centred activities, in a warm and welcoming environment. As a result children experience a sense of belonging and are eager to take part in activities. They move freely around the setting and thoroughly enjoy free flow play between activities set up in the two halls and the stimulating outdoor area where they have good opportunities to develop their physical skills and to learn about various aspects of nature. Although children are provided with a wide variety of resources and activities, which include positive image resources, children are not able self-select what they want to play with as resources are put out by staff at the beginning of each session before children arrive.

Children are encouraged to develop their independence by taking themselves to the toilet, deciding when they want to have a snack and pouring out their own drinks at snack time. However, opportunities are missed to develop this further as children are not encouraged to be involved in preparing snacks. Children are self-assured at recognising their names and enjoy taking part in mark making and early writing skills activities. Many children confidently write their own name on their work and use language confidently to organise their play and to talk about past and future events. Children are encouraged to develop an enjoyment of books through the well resourced book area, enjoyable story times and the pre-school's lending library scheme. They enjoy developing their imaginations and creativity through role play, singing songs and various art and craft activities, although these tend to be rather adult directed. Children are confident at using the computer to help them learn about shape, colours and numbers and to develop their problem solving skills. They enjoy learning about the community and wider world through various outings, the celebration of different festivals and from visitors coming into the setting.

Comprehensive policies and procedures are used effectively to ensure that children's health, safety and welfare are fully promoted. The premises are clean and well maintained and the pre-school has good procedures in place to protect children from cross infection. The effective deployment of staff means that children are kept safe and secure. The front door is locked throughout the session to ensure unwanted visitors can not gain access and children can not leave unnoticed. Children are provided with healthy snacks and drinks and have access to regular fresh air and exercise.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

