

# St Gabriels Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	109593
<b>Inspection date</b>	23/04/2009
<b>Inspector</b>	Carol Johnstone
<b>Setting address</b>	Keysworth Road, Turlin Moor, Poole, Dorset, BH16 5BH
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<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 Gabriels Pre-school has been established since 1973 and is managed by a voluntary committee of Parochial Church Council members. They operate from a purpose built building, situated in Turlin Moor, near to the main town of Poole. The pre-school serves the local community. The pre-school provides care for 36 children between the ages of two and five years and are registered on the Early Years Register. They are open each week day from 09:00-15:15 during school term times only. There are currently 79 children on roll in the early years age group. The accommodation consists of two main play rooms providing separate care for the under and over three-year-olds. The pre-school also has access to an enclosed garden area and a large church hall for physical activities. The pre-school employs nine staff. Of these, eight have appropriate qualifications in childcare and four staff are currently working towards further qualifications.

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

Overall the quality of the provision is satisfactory. Children are settled and they get on well with each other and the staff. All children are welcomed to the pre-school. Children's welfare is promoted effectively and they are learning how to be healthy individuals. The current procedures for observing and assessing children's progress are not fully effective in supporting their individual learning needs.

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

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

- use observations and assessments more effectively to identify individual learning priorities and plan relevant and motivating learning experiences for each child during all activities including free play
- improve the organisation of group times to provide enjoyable and challenging learning experiences for children
- increase opportunities for children to gain skills in problem solving, reasoning and numeracy and knowledge and understanding of the world
- ensure that all staff regularly update their knowledge of safeguarding issues

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

The necessary policies and procedures to support the operation of the pre-school are all in place and updated regularly. Thorough recruitment checks are carried out to ensure that any staff working with the children are suitable to do so. Most of the staff team hold qualifications in child care and many are working towards further qualifications. Resources are plentiful and most are arranged in an accessible way. However, many of the books available are on a wall rack which makes it difficult to children to use them. Staff make sure that all of the resources and equipment are regularly checked and cleaned.

The management team have recently started to self-evaluate the provision and have effectively identified areas for development. The staff have also recently started to contribute to this process, offering their ideas and suggestions. Regular appraisals and review meetings help to identify staff training needs. Most of the recommendations made at the last inspection have been addressed. However, some have not been fully implemented. For example, recommendations to increase number problems for children and some areas of the planning in relation to children's next steps for learning. The organisation of group times, such as, circle time and the period after lunch are not supporting children's interests effectively. Many children are bored during this period and their attention wanders.

The manager ensures that children are safe. There are regular risk assessments of the premises and any outings. In addition, staff complete a daily check of the rooms used. The premises are securely locked during the day and entry is only via a doorbell. Visitors sign in and out of the premises and are always escorted. The manager has an in-depth understanding of safeguarding issues and the types and signs of child abuse. However, some staff have a more basic knowledge which may delay the identification of a child at risk and the obtaining of support for them.

All children are welcomed to the pre-school and strong relationships are built with parents in order to meet children's needs. There is a trained special needs coordinator who supports children with learning difficulties or disabilities. Resources and support are also available for children who have English as an additional language.

The staff team work hard to involve parents in the pre-school. There are regular newsletters about the activities and also information for parents. For example, what healthy foods to put in the children's lunchboxes. A library system which enables children to take some books home helps to involve parents in reading with their children.

All staff are very flexible and caring. They interact in a very warm and friendly way with the children and their parents. The staff demonstrate a clear commitment to the children and their well-being.

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

Children are settled in the pre-school. They enjoy coming and have a range of bright and colourful resources to choose from, including construction toys, role play, arts and crafts, and musical instruments. In addition to the free play each day there are three adult-led activities during the week. For example, how to make porridge and listening walks where children identify sounds that they hear. Before these activities, staff are given a list of the children participating and what level they are on in relation to the Early Years Foundation Stage. The staff interact effectively with the children during these activities, challenging them and extending their learning. However, during free play activities this is not always consistent. The current systems in place to observe and assess children are not working in a fully effective way. The key worker system means that most of the

staff are not fully involved with children's assessments and they do not know them consistently well unless they repeatedly look at their records during the day. Consequently, children's learning needs are not being identified fully in all activities and progress can be hindered. Observations are regularly done of the children. However, these vary in quality. In addition, children's next steps for learning are not always identified in a way that is specific to their individual needs. Most of the areas of learning are covered during the activities. However, counting and number problems, and knowledge and understanding of the world, are not frequently incorporated into the free play activities by the staff who support them.

Children learn about their personal safety at the pre-school. There are regular visits from the local community police officer and also the fire brigade. In addition, children are told how to play on the outdoor equipment safely. Fire drills are regularly practised so that children are familiar with what to do in an emergency. Children's health is promoted effectively. There are discussion topics about healthy eating and snacks of fruit and vegetables are given each day with milk. Children have independent access to water throughout the day to maintain their fluid levels. Children are learning about oral hygiene. They are encouraged to brush their teeth each day and there are regular visits from a local hygienist.

Children behave well. There are clear boundaries in place which staff maintain consistently. Children are praised frequently. For example, all of the children help to tidy up after a construction activity, are thanked by staff and are each given a sticker. Children get on very well together and there are daily reminders about helping, good manners and sharing. Consequently, children spontaneously help each other, are considerate and they share resources during their play.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	3
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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