

St Peter Chanel Pre School

Inspection report for early years provision

Unique reference number EY377514
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Inspector Susan Linda Capon

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

St Peter Chanel breakfast and after school club, Pre School and holiday playscheme, were registered in 2008 to St Peter Chanel School governors. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The groups operate from St Peter Chanel Primary School and have use of two classrooms in a self-contained unit. There is a fully enclosed area for outside play. The breakfast club and after school club are open Monday to Friday during term time from 08.00 to 08.40 and 15.20 to 18.15 respectively. The pre school offers sessions from 08.50 to 11.50 and 12.40 to 15.10. The holiday playscheme runs during school holidays from 08.00 to 18.00.

The breakfast and after school clubs, holiday playscheme and pre school are registered to care for a maximum of 32 children at any one time. There are currently 43 children in the early years age group on roll for the pre school. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of six full-time staff work with the children. More than half the staff, including the manager, have early years qualifications equivalent to National Vocational Qualifications at level 2 or 3. Staff have access to training courses and support services run by Bexley Early Years team.

The breakfast and after school club and holiday play scheme were not part of this inspection.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. All children's individual needs are well met for the majority of the time, enabling them to make very good development and progress towards the early learning goals. The dedicated staff team provide a very stimulating, exciting and interesting programme of activities each day, keeping all the children fully involved throughout the session. Inclusive practice is fully implemented throughout the provision, ensuring every child is included at all times and the mixed staff team provide children with excellent male and female role models. The children's safety is paramount to the staff team as they ensure all toys, activities and equipment are suitable and safe for the children attending. An extensive self-evaluation of the setting includes the views of all staff and parents, enabling the pre school to continually progress and develop the provision they offer. The partnership with all parents is strong, enabling them to feel fully involved in their child's learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the use of whole and small group activities ensuring each child's individual needs are considered at all times.
- ensure the group has its own register incorporating staff and visitors present ensuring everyone's safety in an emergency situation

The leadership and management of the early years provision

The strong staff team work well together, continually striving to improve and develop their own practice and the provision they provide for the children. They have all attended the Early Years Foundation Stage (EYFS) training, enabling them to successfully implement this in the setting. All the children are well safeguarded through the rigorous employment checks, ensuring all staff are suitable to work with children. The excellent induction procedures for all new staff and students ensure everyone is fully aware of their personal role and responsibilities when working with the children. Children are never left alone with un-vetted persons, maintaining their safety at all times.

The pre school has excellent, in-depth procedures for self-evaluating the quality of the provision they offer. This includes questionnaires completed by parents and suggestions provided anonymously through the suggestion box. The staff have a clear understanding of what they do well and areas for improvement. For example, they recognise the whole group activities are not always suitable for all the children attending and continue to try new ideas to improve this area. The committee and staff have a clear vision for ongoing longer term improvements, including extending the outdoor play area and purchasing more equipment when funds allow. Excellent systems are in place for supporting children with learning difficulties and/or disabilities and those with English as an additional language. Staff liaise closely with parents, the school and area Special Educational Needs Coordinators and other professionals, ensuring children receive continuity of care. For example, 'Chatterbox' activities are incorporated into the session for children with speech and language difficulties.

All the staff have developed excellent relationships with all parents. Parents find the staff team very warm, welcoming and approachable, enabling them to feel able to discuss any specific concerns they may have. All receive a warm, friendly welcome on arrival, making them and their children feel part of the setting. Several parents have removed their children from other provisions and are very happy they have done so, as they feel their child is more secure and settled here. All parents say their child enjoys attending and cannot wait until Monday morning to meet up with their new friends. Quality information about the setting and their child's development and progress ensure parents are fully involved with their child's learning. All are aware of the group policies and procedures and know how to make a complaint if necessary.

The quality and standards of the early years provision

The staff work extremely hard to provide a balanced programme of activities, toys and equipment, enabling the children to develop and progress at their personal

rate. Staff and children have formed strong relationships, enabling children to share their feelings and gain support when required. For example, younger children seek staff support when older children do not include them in their game. Children proudly show the staff and their parents their artwork, developing their individual self-esteem and confidence.

The children's welfare and safety is paramount to all staff. Daily high adult to child ratios and a supernumerary manager ensure the children are fully supervised when playing indoors and outdoors, during each session. Staff ensure all areas of the premises are safe and secure, preventing children leaving unnoticed. Although the staff, visitors and children sign in and out of the provision, the registers are kept in the school office, which could impact on the children's safety in an emergency.

Children have an excellent awareness of the importance of being healthy. They all enjoy helping themselves to fresh fruit, milk or water at the snack bar, during the session. Pictorial information reminds them to wash their hands before they eat, preventing them spreading germs. The children's individual placemats incorporate any specific dietary needs, ensuring everyone is fully aware of what food is available. Excellent opportunities for all children to develop their independence skills are incorporated into this activity. For example, children find their own placemat, select their own snacks, pour their own drinks and clear away once they have finished. Visits from the local dental hygienist extends the parents and children's awareness of the importance of keeping their teeth and gums healthy. They have excellent opportunities to play outdoors through the free-flow time incorporated into the daily programme whenever possible. Children are encouraged to bring a coat and Wellingtons for use in colder or wet weather.

Staff have developed an excellent programme based on the EYFS curriculum. They extensively monitor their planning, ensuring all areas of development are promoted equally and each individual child is included to meet their specific developmental needs. Staff continually observe and chart children's development and progress and plan for their next steps. This ensures all children move through the early learning goals at their personal rate of development while being fully included in all activities the group offers. There is a good balance of adult-led and free choice activities each day. Excellent information is gathered when children first attend, enabling staff to build on this information and help children progress to meet their full potential. Parents are welcome to visit the group at any time and discuss their child's development and progress with their key worker.

All the children are making good progress through the early learning goals. They particularly enjoy the opportunity to choose where to play as the premises are well organised offering, role play areas, messy activities and outdoor play. Children enthusiastically enter the setting at the beginning of the day, keen to see their friends and participate in the activities on offer. They eagerly show the staff and children the jam they have bought for snack time and other children recognise that jacket begins with the same letter. Outdoors they dig for worms, collecting them in their pot to show other children as they discuss how they wriggle around. Children make up their own games, using the play houses outdoors and the home corner indoors. They enjoy opportunities to look at books with staff in the garden and listen to stories, during group time. Older children exuberantly join in the refrain

for the story of the 'Elephant and the Bad Baby'. Younger children enjoy singing a song about a caterpillar, ending in them all pretending to be a beautiful butterfly. Some children answer 'Bonjour' during registration and others recognise they have the letter 'O' in their name as they discuss how to spell another child's name. Children enjoy regular opportunities to develop their mark making and writing skills. For example, as they label the book they are making or place their name on the list for using the computer. Several children can write their own name unaided and some can caption their own picture with staff support. Children have ample opportunities to develop their awareness of other people, cultures and races and disabilities through the extensive toys, activities and equipment incorporated into the setting. Opportunities to develop their awareness of their local area are extended through visits from people working in the local community. Children particularly like taking Leo the lion home, sharing their escapades with the other children on his return. For example, enjoying a tea party with the child's other soft toys. Minimal behaviour management is required during the session. Children understand the rules of the group. All staff calmly resolve any potential problems. Regular praise and encouragement, reward stickers for good work and helping to tidy away, encourages all the children to share and play well together.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 registration.

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.