

# St Nicolas Pre-School and Playgroup

Inspection report for early years provision

---

<b>Unique reference number</b>	153062
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Susan Thomas-Pounce
<b>Setting address</b>	St. Nicolas C of E Primary School, Boxhill Walk, Abingdon, Oxfordshire, OX14 1HB
<b>Telephone number</b>	01235 536061
<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 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 Nicolas Pre-School and Playgroup opened in 1982. It operates from a purpose built building within the grounds of St Nicolas School and has its own secure enclosed outdoor play area. The group is registered to provide sessional care, with sessions running from 09.00 to 11.30 and 12.20 to 14.50. It is open Monday to Friday during school terms only. A maximum of 24 children may attend the group at any one time. There are currently 48 children aged from three to under five years on roll. Of these, 46 children receive funding for early education. The group currently supports children with learning difficulties and also supports children who speak English as an additional language. The group is run by a parent committee who employ eight members of staff. Of these staff seven hold appropriate early years qualifications. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

St. Nicolas pre-school provides an outstanding caring and friendly environment where the individual needs of all children are effectively met by a very experienced staff team. The staff have an excellent knowledge of children's individual needs and successfully promote all aspects of their welfare and learning. Children benefit from a wide range of interesting activities which are drawn from their own interests and ideas. Children are making excellent progress and have many opportunities to access enjoyable and challenging activities and resources. A strong team has developed as a result of purposeful management. Leaders and managers work in collaboration with parents to continually improve opportunities for children to flourish. Practice is regularly evaluated to continually improve experiences for children, staff and parents.

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

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

- drawing up an improvement plan that enables the staff to identify and check priorities for the future development of the pre-school.

## The leadership and management of the early years provision

There are clear and comprehensive records, including policies and procedures in place. These are effectively maintained and regularly reviewed and updated in conjunction with staff and the parent and carers group. Robust checks and records are completed on all children to monitor their progress and plan for the next steps of their development. Rigorous systems are in place for recruiting and vetting staff. All staff are highly motivated and have a strong commitment to attend training to improve the provision. High quality safeguarding procedures are in place. The staff

regularly monitor the provision and continually strive to improve, although these are not being shared through a formal plan with clear outcomes identified. The setting has made good use of the local authority to assess strengths and areas for development. Weekly planning and staff meetings ensure all areas of children's welfare and learning are effective.

A strong partnership with parents has been developed through effective communication. Staff are available for discussion at the beginning and end of the day and also provide written information about the pre-school's activities. Parents are actively encouraged to contribute to the planning of the curriculum. Parent and children's interests are noted and then incorporated into the planning of exciting activities. As a result, parents feel they are an integral part of their child's learning. Each child's key person meets with parents on a regular basis and this enables parents to provide detailed information about their children's favourite activities and for key workers to discuss progress to date. All children have individual profiles used effectively to promote learning and development, and parents receive individual progress reports for their child. The partnership between the playgroup and the local school where most children go on to attend is an ongoing strength of the provision. Transition arrangements are good as staff from both sites hold regular strategic meetings, plan joint curriculum activities and share resources. The staff are supported effectively by a strong committee of parents, who help to ensure the smooth running of the pre-school. Although priorities for improvement have been identified, these are not yet drawn together into a single plan to help the staff check the impact of their work.

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

Children are provided with a stimulating and welcoming environment in which they are learning to be independent and active learners. There is a high level of adult support providing a broad range of planned, purposeful play and exploration. Staff work hard to ensure a balance of adult-led activities and tasks that the children choose for themselves. Children are confident and happy in the pre-school environment and quickly settle into the daily routines. They have regular opportunities to play outdoors where they enjoy fresh air and exercise. For example, they like to ride around on their wheeled toys and play in the sand pit. They use dressing up and role play equipment to develop imaginative games and they develop keyboard and mouse skills as they access computer programs. Children have good opportunities to initiate their own play and demonstrate positive attitudes towards learning. Children have excellent opportunities to explore and experiment. Resources and equipment are safe and suitable for use. Children play in safety as staff conduct careful risk assessments. They learn about keeping themselves safe through continuous reinforcement by staff. Their health is very well promoted and they follow good hygiene routines from an early age. Snacks provided are balanced and healthy. Children's behaviour is excellent and staff are very good role models. The staff regularly use praise and encouragement, and the children behave very well and understand the consequences of their actions. The staff undertake regular observations and assessments of the children's progress and performance, and have a very good understanding of the children's interests. By providing a focus for activities and tasks and taking account of children's

interests, the staff ensure all children are developing and progressing exceptionally well within the programmes set out in the Early Years Foundation Stage framework.

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

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 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.