

St. Thomas Pre-School

Inspection report for early years provision

Unique reference number EY248592
Inspection date 27/01/2009
Inspector David Halford

Setting address St. Thomas C of E Primary School, Astley Street, Leigh,
Lancashire, WN7 2BP

Telephone number 01942 263 533

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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).

Description of the setting

St. Thomas Pre-School Group was registered in 2002. From September 2008 it operates from a detached newly constructed building, located on the site of St Thomas Church of England Primary School on the outskirts of Leigh town centre. The pre-school has access to a secure enclosed outdoor play area. The pre-school is open during term time from Monday to Friday. Sessions are from 09.00 until 11.30 and 12.45 until 15.15. A maximum of 20 children from three to five may attend the pre-school at any one time. There are currently 41 children on roll, most of whom are in receipt of funded nursery education. Children attending the setting are drawn from the locality around the school. The pre-school supports children with learning difficulties or disabilities. There are three staff working with the children, all of whom hold appropriate early years qualifications and the setting is included on the Early Years Register.

Overall effectiveness of the early years provision

St. Thomas Pre-School Group provides well for children in the EYFS. It is fully inclusive and plans effectively to support all its children, including those with learning difficulties or disabilities and those for whom English is an additional language. Children's needs are met well overall, with the exception of the development of their skills in information and communication technology where there are currently insufficient opportunities. Good planning ensures that children's interests are used effectively to extend their learning. The school has its own outdoor play area, which as yet does not fully support children's learning. The school works well in partnership with children's parents. Systems to monitor and evaluate the activities undertaken in the setting are good and there is good capacity to improve.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to develop their skills in computer use
- further develop the facilities for outdoor learning and progress towards its continuous use.

The leadership and management of the early years provision

Effective systems are in place to ensure that the children are safe and secure. Thorough risk assessments are carried out frequently and regularly. Child protection procedures are in place.

The pre-school leaders and management committee have a good knowledge of the strengths and areas for development of the setting because their self-evaluation, although at an early stage of usage, is accurate. All the areas identified for

improvement when the setting was last inspected have been addressed. As a result of this, safeguarding issues have been improved and parents and carers are better informed about the progress being made by their children. Overall, the setting's partnership with parents is good and developing well. The leadership of the pre-school also works effectively with the Foundation Stage Leader in the primary school to which almost all the children transfer. This is situated on the same site as the pre-school and the good quality of these links is of clear benefit to the children's learning. Links with the parish church and local organisations are good. All the pre-school group staff receive good quality professional development to enable them to work successfully with the children.

The quality and standards of the early years provision

The staff team work hard, setting out an interesting and stimulating range of activities, toys and equipment to support the learning needs of the children. Children join in well, eager to play with the activities available. Children's welfare and safety is held in the highest importance by the staff. They monitor arrival and departure times closely, ensuring that each child leaves the premises with a known adult.

The staff make good provision to promote the importance of children eating healthily. Snack time is an enjoyable occasion with the children eating fruit, such as grapes and bananas and pouring drinks with care. This marks an improvement on the provision since the last inspection.

The requirements of the EYFS are well known by the staff. Provision is planned well and thoroughly. Long and short-term plans are listed in the teaching and learning area. These are supplemented by weekly plans covering each area of learning and listing key activities and key language and questions. There is additionally, a planning document for continuous learning and details of that provision. This programme of activities promotes children's independence well as the children make their own selection, whilst offering adult-led activities as a balance. Staff observe the children regularly and note the development in their learning and documentation identifies the progress that they make. New children settle well in the setting and are soon readily engaged in the activities available. Children make good progress towards the early learning goals. However, in this good overall provision there is insufficient opportunity for children to develop their early skills in computer use. There is a shortage of hardware, which means that children's opportunities are limited and the setting cannot use the interactive white board to its full potential to engage the children's interest visually.

Children behave well and get on well together and most are generally very willing to take turns and share equipment. They enjoy regular opportunities to play inside and outside, although the provision for outdoor activities is rather limited and is currently awaiting remodelling and re-surfacing before it can be fully utilised for the benefit of children's learning and development. Inside the teaching area, the activities are good. Jigsaws and a wide range of good quality construction equipment engage children well. Sand and water experiences are provided and great excitement has been experienced during work on the Chinese New Year. The

Chinese Restaurant is never short of customers! Children engage well with action songs and there are constant opportunities to develop their communication skills. They are developing a good understanding of phonics and counting. The children are developing a good understanding of their local community through visitors attending the setting.

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

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 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.