

# St. John's Pre-School and Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	309468
<b>Inspection date</b>	26/02/2009
<b>Inspector</b>	Tara Street
<b>Setting address</b>	St. John's CE Primary School, Preston Road. Coppull, Chorley, Lancashire, PR7 5DU
<b>Telephone number</b>	01257 793 844
<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. John's Pre-school and Playgroup is privately registered and managed but reports to the management committee of St. John's Primary School's out-of-school club. It opened in 1993 and operates from a purpose built mobile unit within the grounds of St. John's Primary School in Coppull in Chorley, Lancashire. There are no issues which may hinder access to the premises. A maximum of 25 children aged from one to five years may attend the setting at any one time. Children attend for morning and afternoon sessions with hours of opening from 09.00 until 15.30 from Monday to Friday, during term time only.

There are currently 53 children on roll who are within the Early Years Foundation Stage. Of these, 31 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register.

There are six members of staff, two of whom, including the manager, are qualified to level 5 in early years and are currently working towards a level 6 qualification. Two staff are qualified to level 3 and 4 and two others are currently working towards a level 2 qualification. The setting receives support from the local authority and is presently working towards the Lancashire Quality Award.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children engage in a stimulating range of experiences at St. John's Pre-school and Playgroup. A very safe and welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. There are excellent relationships between staff, parents and carers, and the welfare of the children is promoted to a high standard. The pre-school uses self-evaluation and review procedures very well to ensure their service is continually improving and meeting the needs of the current service users.

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

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

- ensure the record of regular risk assessment checks includes all the necessary information
- continue to develop the use of the outside play area to provide regular opportunities for children to investigate living things
- ensure all staff consistently gain parental signatures on accident records to show that parents have been informed of any injuries sustained and treatment given.

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

The commitment of the manager to address recommendations and continually move forward and meet changes in legislation to safeguard and promote children's welfare is very good. Self-evaluation clearly identifies tasks for continuous improvement. For example, recent changes include purchasing a range of new equipment, such as building blocks, books, information and communication technology and water play resources, to enhance children's experiences. The support to staff via regular appraisals and attendance at training events ensures thorough knowledge of the Early Years Foundation Stage and an enthusiasm throughout the premises. Most records required for the safe and efficient management of the provision are well maintained, including clear daily risk assessments. However, the record of regular safety checks does not include all of the relevant information and parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Partnerships with parents and other early years professionals are excellent. Parents access a wide range of information regarding their child's welfare, learning and development, for example, noticeboards, daily discussions and planning. They meaningfully contribute to their child's individual 'Learning journey' record, which means they are fully aware of the range of activities children enjoy and their achievements. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity are promoted for children. Inclusion of children with a range of individual needs is effectively managed. The induction and transition sessions ensure each child integrates at their own unique pace. The setting has developed highly effective liaison with support agencies and other professionals delivering the Early Years Foundation Stage to ensure children receive the support they need.

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

Good quality individualised planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. The learning environment effectively supports children's progress towards the early learning goals. Daily routines have been carefully considered to make best use of space. Children experience a very good range of regular activities both inside and outside, which develops their coordination and balance skills. They eagerly participate in games, ride on bikes and explore the slide. Craft and malleable activities are provided daily. For example, children develop their senses when playing in the water and sand tray and confidently use language to describe that it feels 'wet, cold and soft'. Games and activities are used well to promote early mathematical skills. For example, children confidently use number during singing and story time and enjoy sorting and matching pieces of a puzzle. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a wide range of activities which look at different cultures from

around the world. Children enjoy using spades to dig in the soil and caring for flowers in the plant pots. However, opportunities for children to investigate and explore the features of objects and living things in the outdoor environment are not always maximised. Staff are aware of this and are working to develop this aspect of the outdoor curriculum. Children's information and communication technology skills are promoted as they experience a good range of opportunities to access computers and battery operated resources. Staff are actively engaged in children's play and are skilled in supporting and extending children's learning through using effective questioning techniques. This encourages children to think critically and make connections in their learning. Observations and assessment systems are effective and used well to ensure that children achieve as much as they can in relation to their starting points and capabilities.

Staff work very closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. Children have snacks provided which they serve themselves and these offer an excellent daily variety of healthy and nutritious options. Staff are very good role models with a consistent, positive approach. As a result, children are highly effective in managing their own behaviour and keeping themselves safe, for example, they patiently take turns to use the various play resources and are careful of others when playing on the bikes.

## 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?	1
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?	1
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?	1
How well are children helped to enjoy and achieve?	2
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?	2

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