

St Thomas Parish Pre-School

Inspection report for early years provision

Unique reference number 127632
Inspection date 23/02/2009
Inspector Clementina Ogunsanwo

Setting address St Thomas RC Primary School, South Park, Sevenoaks,
Kent, TN13 1EH

Telephone number 01732 779517

Email

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 Thomas Pre-School opened in 1984. It operates from a room within the St Thomas RC Primary School, in Sevenoaks, Kent. A maximum of 24 children may attend the pre-school at any one time. There are 34 children on roll. Children come from the local area.

The pre-school is open each weekday from 09:00 to 11:45 and on Monday, Tuesday and Wednesday it opens from 12:45 to 15:15 for the older children. The group operates during school term times only. All children share access to a small outdoor area and have use of the school and early years playgrounds. Currently there is a mobile ramp which facilitates access to children who may require wheel chair access.

The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The pre-school employs six members of staff, five of whom hold appropriate early years qualifications.

St Thomas Pre-School is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is recognised by Kent County Council as part of the leading Early Years Team, and has links with St Thomas RC Primary School.

Overall effectiveness of the early years provision

St Thomas Pre-School is an outstanding setting that provides a wide range of stimulating activities in a supportive and caring environment. Staff engages positively with the children, which helps to create a happy and nurturing atmosphere. The pre-school promotes inclusive practice. Effective systems such as staff's creative use of the timer help children know the structure of the day's activities. Parents and carers are confident to leave their children in the care of the nursery staff. The nursery has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- providing a range of illustrative and educational displays to further enhance children's learning

The leadership and management of the early years provision

Safeguarding procedures are secure and the improved risk assessments systems contribute well to ensuring children's safety. Children are well supervised during

activities which promote their welfare and ensure their safety. Managers actively seek ways to improve the quality of provision and are committed to ensuring the continuous professional development of staff through appropriate childcare training. The pre-school has effectively addressed the issues identified during the previous inspection. All children, including the children with learning difficulties and/or disabilities and those learning English as an additional language are fully included in the activities and use of equipment.

The pre-school is very well resourced and children make effective use of the accessible resources. Self-evaluation is good. Partnership with parents is outstanding. This is shown in one parent's comment 'The children are happy here, it is hard to take them away at home time.' Parents receive regular information about their children's progress and are actively involved in improving the quality of pre-school environment. Parents' and carers' provision of background information about the children helps to ensure continuity in children's learning.

The quality and standards of the early years provision

Children fully participate in the enjoyable range of interesting activities which promote their learning and development well. For example, children have fun during construction activities with bricks, cars, trains and farm animals to recreate road and rail layout through imaginative use of small world toys. There are good opportunities for their future economic well-being and they develop their information technology skills through game sessions on the computer.

The pre-school provides a 'busy' and lively learning atmosphere. Activities include modelling, cooking, gardening, counting, reading or exploring a range of textures. Staff interact well with the children which helps to extend their play and make learning meaningful. For example, one child said 'I am making a cake' as she made a cake from wet sand and put it in the oven. This active engagement with children during the sessions makes learning fun. There is insufficient use of educational displays that would further enhance children's learning.

The outdoor play environment supports children's enjoyable physical activities during which children use resources such as bicycles, climbing and balancing equipment with increasing confidence and control. Staff supervise and support children well during activities which reassures them and makes them feel safe and secure. There is a detailed planning system in place and regular assessment of the children's progress towards the early learning goals.

Children enjoy the regular well organised healthy snacks sessions, when a selection of healthy snacks such as fruit, milk and water is provided. Children play well independently and with each other to undertake activities such as the lively role play sessions in the home corner. However, there are some missed opportunities for staff to promote children's independence through encouraging children to make attempts at putting on their coats before asking staff for help. Behaviour is outstanding. Children make positive contribution through daily responsibilities to change the weather display to reflect current weather features and their active engagement in tidying up equipment after themselves.

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?	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?	1
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

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?	2
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 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.