

St Peters & St Pauls Pre-School

Inspection report for early years provision

Unique reference number	322065
Inspection date	22/06/2009
Inspector	June Rice
Setting address	St Peters & St Pauls Community Hall, Barnsley Road, Moorthorpe, West Yorkshire, WF9 2BJ
Telephone number	01977 609743
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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 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 Peters and St Pauls Pre-School Playgroup opened in 2000 and is managed by South Kirkby and Moorthorpe Town Council. It operates from a dedicated room based in St Peters and St Pauls Community Hall situated in Moorthorpe, near South Elmsall.

The nursery is open each weekday from 09.00 to 11.30, and 12.45 to 15.15, five days a week term time only. The Pre-school Playgroup is registered to care for a maximum of twenty children aged between two and five years. There are forty eight children under five years on role, of which sixteen are in receipt of funding. There are three permanent staff members, who all hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All required policies and procedures are in place, they are inclusive and available for parents. However, these are not reviewed on a regular basis. The setting works well with parents and liaise with other providers of the Early Years Foundation Stage to ensure children's individual needs are met effectively. Both boys and girls are considered when planning activities, and systems in place support children and families with English as an additional language. Self evaluation gives those in charge a good understanding of the settings strengths and areas for improvement, though there is little opportunity for children to be included.

What steps need to be taken to improve provision further?

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

- implement a system to review policies and procedures regularly and ensure all procedures maintain confidentiality
- continue to develop the use of self assessment and provide opportunities for children to be involved
- update the record of risk assessment to include any assessments of risks for outings

The leadership and management of the early years provision

All records required for the safe and efficient management of the early years provision are in place. Policies and procedures are dated which identifies that they have not been reviewed on a regular basis, and the record of accidents does not always ensure confidentiality. Self evaluation gives those in charge a good understanding of the settings strengths and areas for improvement. For example, they have identified the outside area for improvement. The provision has procedures in place to share relevant information with the local school. Good

deployment of staff ensure ratios are maintained effectively, and all staff have appropriate childcare qualifications. Children are safeguarded because staff are clear about child protection issues and the procedures to follow.

Parents receive information about the early years provision through a prospectus and open days. They are verbally informed about their children's progress on a daily basis and have access to their development files on request. Information is gathered about children's starting points and this is used along with a baseline assessment generally carried out during the first week to help identify children's next steps which are planned for accordingly. Inclusive practice is promoted well in an environment that reflects the wider world and children's own communities.

The quality and standards of the early years provision

Children are helped to stay safe because staff implement clear procedures to ensure the environment, toys and equipment are safe for them to use. Children learn about keeping safe, and how to be healthy through their daily routines and activities. They enjoy visits from members of the public employed in professions such as police and crossing patrol. Good health and well being is well promoted through steps taken to prevent the spread of infection. For example, children who are infectious are excluded to prevent others getting ill, and children are encouraged to wipe runny noses, and wash hands prior to eating and after using the toilet. They enjoy snacks of fresh fruit and milk, and request water when they are thirsty.

Children's independence is fully encouraged in an environment that promotes continuous play very effectively, they are able to select a very good range of resources independently and safely. Staff interact well with children, and are quick to recognise when they need extra support and encouragement to help them achieve. Children make positive contributions, they tidy away toys ready for snack time and help each other during activities. Children learn about their wider environment through the positive use of posters, photographs, books and small world equipment that introduce children to differences and encourages them to ask questions. Children with English as an additional language are aided through staff working with parents, the use of picture timetables and basic sign language.

As children arrive they participate in self registration which involves them recognising their name and placing it on the happy or sad side of a board. They move straight into an activity of choice selecting construction, dough, sticking and jigsaws. Staff are very observant, they become involved at children's request or when they require more direction or support. They ask appropriate questions encouraging children to think, and help children to remain focused as they follow their own interests. Children enjoy varied activities that help to develop their skills in counting, number and size recognition. For example, they construct a 'big tower,' and count 1-8 bricks competently. They differentiate between the biggest and smallest tower, and say 'there's 3 red, 1 blue and 2 yellow bricks in my tower.'

Children take an interest in different fruits, feel the different textures of skin and talk about it feeling rough, prickly and smooth. This interest is extended by staff

who encourage children to talk about the fruit they like. Children enjoy painting pictures and are allowed free expression as they paint their hands and arms then make prints on paper. They enjoy the feel of cold paint on their skin and go independently to wash the paint off so they can start again. Children freely access the computer, they work with their chosen friend, talk to each other about what they see, and what they are going to do next. They show lots of concentration as they move the mouse and give each other simple instructions. They agree the programme they want to complete and show excitement as they create a garden, and sing along with the song. Children enjoy listening to stories with visual aids which help to retain their interest, they look at the illustrations and are encouraged to talk about what comes next.

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?	3
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

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