

St John's Pre-School and Nursery

Inspection report for early years provision

Unique reference number	EY248034
Inspection date	05/05/2009
Inspector	Rosemary Beyer

Setting address	Burnby Lane, Pocklington, East Riding of Yorkshire, YO42 2QE
Telephone number	01759 306867
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 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 John's Pre-School has been established since 1970 but changed ownership in 2003. The group meets in the former football pavilion near the sports centre in Pocklington.

The group serves the town of Pocklington and is currently registered for 41 children in the early years age group. It is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, although no older children are cared-for at present. There are currently 58 children on the roll, most attending part time. The group is open 51 weeks of the year, Monday to Friday, from 08.00 until 18.00, with full, part-time or funded places available. Children attend from the local community and the surrounding rural area.

Children are cared for in an open plan playroom with designated areas for different learning opportunities, and a small adjacent room for group work. A separate self-contained area is provided within the main room for babies. All children use the secure outside area which has both grass and a hard surface. There is an office and a kitchen.

There are seven staff and the owner working within the nursery plus three student apprentices. The permanent staff are well qualified and experienced, holding infant teaching and pre school qualifications. In addition the owner has Early Years Professional Status. Children with English as an additional language and those with learning difficulties or disabilities are welcome in the group and supported. The nursery is part of the local care and education forum organised through the infant school.

Overall effectiveness of the early years provision

Overall the provision is good. The pre-school promotes all aspects of children's welfare successfully, ensuring they are safe and secure. They are well engaged in the activities provided and through effective planning and assessment staff ensure children make good progress, whatever their abilities and backgrounds, with sufficient challenge to maintain their interest. Partnerships with parents ensure they are kept informed of all aspects of their care and most aspects of their learning. An informal self-evaluation process is used to plan future developments, but this is not yet sufficiently robust to cover all areas of the provision although improvements have been and continue to be made to enhance the care provided.

What steps need to be taken to improve provision further?

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

- ensure all children and staff are familiar with the fire evacuation procedure and any concerns addressed
- ensure the times of arrival and departure of the children are recorded

- consistently
- ensure children can access books freely and comfortably to develop their understanding and knowledge of words and pictures
- develop use of the self-evaluation process further to make it effective throughout the setting.

The leadership and management of the early years provision

The owner and staff work very well as a team, providing a well run, caring setting; where the children feel valued and their individual needs are considered. The preschool is well organised to give children opportunities to develop independence. The older children in the early years age group are able to select resources for themselves from the wide range provided, although the book corner is not sufficiently attractive to encourage independent selection and usage of books. The flexible daily routine and planning allow children to have a wide range of learning opportunities during the day, with good use of the outside area promoting their physical skills and giving them fresh air whatever the weather.

A good balance of adult-led and child-initiated activities supports children's interests and covers all the areas of learning. Activities are adapted to take account of children's development stage or starting point, and take account of their abilities. Staff discuss children's progress and achievements with parents and work well with them, and outside agencies where necessary, to ensure the children's needs are met. Some parents did not feel confident to ask for their children's files so are not fully involved in their child's learning.

All parents are made to feel welcome and encouraged to settle their children before they are left, with text messages or photos sent to put their minds at rest. Good information is provided about the child's welfare each day, with diaries completed for babies. Individual development files are produced by the key persons from observations and records of achievement for all children, with information about starting points and the early years foundation stage being included for babies at the front of the file. The records include photographs and samples of work as well as observations. Parents spoken to during the inspection are pleased with the care their children receive but felt an introductory brochure would have been useful for those moving into the area. Questionnaires are circulated for parents to make comments about the setting, and these are to be part of the proposed self evaluation process. Parents are also welcome to visit if they wish to do so, for example to use their special skills to promote children's interest in music or exercises.

Staff are knowledgeable about safeguarding children, having all attended training on child protection and being very safety conscious. The robust systems, which are in place for the employment of staff appointed and the security of the premises, ensure no unauthorised persons have access to the children. Regular appraisals are held for staff and there is an expectation they will continue with training to further their own personal development and further improve practice within the provision. Staff are confident about making suggestions for improvements within

the setting, and have recently developed a new method of recording development, with inclusion of the early years information for parents of babies.

The quality and standards of the early years provision

The environment is well planned to promote communication, language and literacy although the book corner does not encourage the children to use books independently. They do however love stories, participating enthusiastically at story time. They know print carries meaning and that books also provide information. Most of the children recognise their names, and the older ones write them recognisably while younger ones are willing to try. Some children can identify letters and simple words. Children with English as an additional language are welcome in the pre-school, and parents wishes are respected regarding the use of native language words to promote communication.

The children are confident in their surroundings and most are settled and comfortable with staff. New children and babies are well supported to help them settle and their parents kept informed. The children are sociable and cooperate well when playing. Older children are very supportive of younger ones; helping with coats, boots or activities, such as threading or reaching paints. They select resources independently and are keen to learn and try new things. They are curious and ask questions, being fascinated by the land snails and stick insects, but also very careful when handling them.

Children learn to keep themselves safe by using resources carefully, sharing and taking turns to prevent accidents. When using the balancing bars and obstacle course they were patient and considerate to prevent anyone falling. They have visits from Community Police Officers to discuss road safety, which is then reinforced through activities and play outside. They also participate in fire drills on a regular basis although these are not sufficiently well monitored to ensure all children and staff are familiar with the procedure nor are registers completed consistently with arrival and departure times to guarantee information is correct at all times. The children have also learned to avoid the stinging nettles, which have been moved since the last inspection, when watching for insects and butterflies.

Healthy living is actively promoted with children developing a good understanding of the need for regular exercise, fresh air, a good diet and good hygiene practice. Parents provide food for meals and the pre-school provides drinks and snacks, which are usually fruit. The children are very proud of the fruit and vegetables they grow in the garden, and then eat. They learn about the natural world but also the benefits a healthy diet provides; with an excellent crop of tomatoes and cucumber for snacks last year, and potatoes and carrots for soup. The children discuss the preparation of their produce when looking at the display of photographs. They are developing confidence in their speech and a widening vocabulary from conversations with staff and their peers. They happily speak to visitors, expressing curiosity about their presence, but are very friendly.

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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