

St James The Less Pre-School

Inspection report for early years provision

Unique reference number EY292081
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Inspector Wendy Fitton

Setting address The Old School Room, Burnley Road, Rossendale,
Lancashire, BB4 8HH

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 James the Less Pre-School registered in 2004. The group operates from the large church hall adjacent to St James the Less Church which is situated close to Rawtenstall town centre in Rossendale, Lancashire.

The group is registered for a maximum of 20 children on the Early Years Register and the compulsory part of the Childcare Register. The opening hours are Monday to Friday, 09.15 to 11.45, term time only. There are currently 26 children on roll and 23 of these receive funding for early education. Children have access to a main hall, toilet facilities and outdoor grounds.

The pre-school group is managed by a committee and employs four members of staff to work directly with the children and this includes the manager. All staff are qualified in childcare and education.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school provides a very welcoming and fully inclusive environment where children enjoy their time, are safe, well cared for and make good progress in their learning and development. There are effective partnerships with parents and liaison with other support services to ensure progression and continuity of care. A system for self-evaluation is in progress and staff use weekly meetings to target some future plans and consider further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the system for the evaluation and assessment of children's next steps of learning
- continue to develop the system for self-evaluation to target future plans and bring about further improvement to the provision and outcomes for children.

The leadership and management of the early years provision

All staff work effectively as a dedicated team to provide quality care and education for the children. There is active involvement of all staff and the management committee in planning meetings to discuss and disseminate their ideas. The pre-school continues to develop and improve the facility and since the last inspection all previous recommendations have been addressed. For example, there is now a very effective working partnership with parents, and parents are now fully involved with aspects of the organisation. They have access to all policies and procedures and know what to do in the event of a complaint or concern. The systems for daily routines and the planning of the sessions meet with the needs of the varying ages

of children on roll. Staff are working towards the full implementation of the Early Years Foundation Stage programme.

Documentation which is required for the safe and efficient management of the pre-school is well organised and is reflected in practice to promote all aspects of children's individual needs. Staff are experienced and hold appropriate qualifications to ensure children are well cared for. Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to manage or eliminate risks. Parents and carers receive comprehensive information about the setting which includes all organisational information, policies and procedures and the aims and objectives of routines, care programmes and curriculum information. Parents state they are very happy with the provision and that staff are friendly and approachable. Parents are encouraged to become involved in fundraising and on a helpers rota. Partnerships with other agencies and providers are emerging with school transition and work with the local early years teacher team.

The quality and standards of the early years provision

Staff have a sound knowledge of the learning and development requirements. They support children's learning through well planned activities and experiences with access to a range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and children play freely and spontaneously. Staff respond to the information provided by parents and are planning for their individual learning needs. Each child has an individual file that shows some photographs of different activities and some observations of how they link to the areas of learning. However, this system is in the early stages as a new leader has recently taken over the group. The planning is linked to a season, theme or special event. The system for the evaluation and assessment of children's next steps of learning is not clearly identified; as they progress towards the early learning goals. Children's artwork and drawings are displayed in children's profiles and around the environment, and parents are welcome to view the files and contribute any significant information to support children's development.

The learning environment is well planned and creatively organised. Children have fun and are involved with all activities and experiences to support their progress. They have access to both indoor and outdoor opportunities throughout the session. They are really confident, comfortable and motivated, as they respond to staff interactions and the genuine warmth and care that is evident. Children play sociably in small groups, take turns and share. They show respect for each other during news time as they listen to others. Children are confident to stand up and share their information and respond to positive praise and encouragement from staff. They develop their independence as they make choices, serve drinks and take responsibility for their own needs. Children communicate with each other and staff with confidence. They recognise the letter at the beginning of their names during line up time and registration. They follow routines and instructions and carry out tasks effectively. Children's listening skills are captured during story time and news time as they listen to others when they are talking about holidays, a

wedding and the ducks coming into the play grounds. They access a range of mark making materials, pens, felt tips, glue sticks and crayons. They see clear labels on every day furniture and are encouraged to make their own marks and name on their art work and drawings. Children develop their physical skills as they access a range of activities to develop their hand-eye coordination. For example, they use bats, balls and hoopla. They thread beads, develop their computer mouse skills and use small tools. Children enjoy outdoor activities and play team games to exercise their bodies. They balance, ride and jump during obstacle courses, using wheeled toys and the sport events. Children develop their imaginative and creative skills using role play areas for dressing up, a school environment for the school leavers and a home corner. They express themselves creatively through music, movement and dancing, explore different textures through using different mediums with paint, glue, sand and collage materials. Children use size and positional language throughout their play, they talk about the big swimming pool from their holiday, the tall towers and colour matching with cars and construction toys. They sort and group different objects and shapes. Children learn about the world around them as they talk about life cycles as they make caterpillars and butterflies. They plant seeds and observe things that are growing and explore the natural world when they hunt for bugs, spiders, worms and insects. Children learn about diversity through books, festivals and celebrations and learn about different lifestyles when people get married, have birthdays and different seasonal events.

Staff are fully committed to good quality care which actively promotes the children's health and well-being. Necessary steps are taken to safeguard and promote the welfare of children and an effective policy is in place for safeguarding. Staff know to report concerns to the leader who is the designated person. Children learn about being safe they know about the boundaries when they line up before going outside, walk carefully into the grounds outside and the importance of tidying away toys. Children learn about being healthy as staff talk to children about hand washing before snack and after the toilet. Children talk during snack about fruit and why they eat it and they develop their physical well-being through exercise and fresh air at every session. Children's behaviour is managed effectively and in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. Staff are very positive, keen and interested in helping children learn and distinguish between right and wrong using positive strategies. Children's self-esteem is promoted as they see their own art work displayed and are presented with stickers and badges to acknowledge their achievements and tasks completed.

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

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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