

St Philip's Pre-School

Inspection report for early years provision

Unique reference number

EY388312

Inspection date

23/06/2009

Inspector

Lynne Pope

Setting address

St Philip Neri Playgroup, The Cottage, Ellison Road,
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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 Philip's Pre-School opened in 2008 under this directorship, although was previously registered in 2007. It operates from a single story detached cottage situated in the grounds of St Philip Neri Primary School in the Dunston Hill area of Gateshead. It is open Monday to Friday from 08.45 until 11.45 and from 12.15 until 15.15 during term time. Wrap around care is also offered at lunch time. They are registered on the Early Years Register for a maximum of 20 children at any one time. There are currently 29 children from three to five years on roll. The pre-school employs four staff. All of the staff, hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The staff at the pre-school offer a warm and friendly welcome to all children and their families. It is an open and accessible service to all, where children make satisfactory progress in their learning and development. Settling in procedures and gathering of personal information ensures that the individual needs of children are met when they first start. Links have been developed with other providers of the Early Years Foundation Stage (EYFS) to ensure continuity of care and learning. Areas for further development have been identified. However, insufficient records and procedures are in place for the safe management of the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that parental permission is requested, at the time of the child's admission to the provision, for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 30/06/2009
- ensure that a written record of all medicines administered to children is kept up to date (Safeguarding and promoting children's welfare) 23/06/2009

To improve the early years provision the registered person should:

- provide posters, pictures and other resources in displays to show positive attitudes to disability, and to ethnic, cultural and social diversity
- make learning plans for each child based on information gained from talking to them, their parents, other staff and observations
- analyse observations to help to plan the next step for individuals

- ensure that decisions of suitability are based on using evidence from: Criminal record disclosure, references, full employment history, qualifications, interviews, identity checks, any other checks undertaken, for example medical suitability and develop a policy to reflect these.
- ensure all staff are aware of the deputising system in the absence of the manager

The leadership and management of the early years provision

The pre-school is run by a well established staff team. Their ongoing suitability to care for children is monitored through annual performance management reviews where their achievements and any development needs can be discussed. Written policies are in place, however, the staffing and employment policy does not detail what checks would be carried out when appointing a new member of staff to ensure their suitability. There is a high ratio of staff to children that work in the setting. A deputising system to cover for managerial duties is in place; however not all staff are fully aware of this. Children are cared for in a bright, welcoming environment. Their art work is displayed giving them ownership of the provision. Low level shelving which is stocked with a wide range of resources ensures that they can make their own choices while developing their independence. The premises are very secure with staff being vigilant in ensuring that no unwanted visitors gain access. Written risk assessments are in place which is supported by daily checks to ensure children's safety while attending. Areas for improvement and future plans have been developed. For example, renovations are taking place in the building next door so that children can access more space. There is a strong commitment by staff to attend training courses to develop their knowledge further. Several courses have been attended this year that cover the learning requirements. A course has also been attended that addresses Early Years special educational needs. Most records and consents are in place. Consent is in place for staff to administer prescribed medication, however, the record has not been consistently completed when medications have been administered. Written consent has not been sought from parents for staff to seek emergency medical treatment or advice should the need arise. These are breaches of the welfare requirements.

Satisfactory relationships have been developed with parents. Staff keep them up to date on their child's progress through verbal discussion and an annual parents evening. On admission their child's likes, dislikes, needs and interests are discussed and staff observe the child as they settle to determine where they will start to plan their development from. Weekly newsletters ensure that parents are kept up to date about events in the provision. Parents stated that they are happy with the care and learning their child receives and felt that they could approach the staff with any concerns.

The quality and standards of the early years provision

Staff have a satisfactory knowledge of the EYFS. Long term written plans identify what areas of the EYFS they wish to cover with children. At a weekly staff meeting

this is broken down into what will be covered the following week for the group. However, it does not identify what the individualised learning would be for the child to help to enhance their development. Each child has a development file with some examples of work that they have completed and photographs of activities. Some assessments have been completed regarding their development and a few observations are recorded. However, this has not been completed on a consistent basis so that the next steps in the child's development can be planned.

Children are happy and settle well into the environment. Good relationships have been fostered with their peers and staff, where they converse easily together. Staff ensure that they work closely with the children using questioning to encourage them to think for themselves. Children become confident speakers in the setting. They ask questions and feel confident to stand up in front of the group to request a favourite rhyme to sing. Their writing skills begin to develop as they draw pictures and begin to form letters to write their names. They know number names as they use them in their everyday play. For example, counting how many objects they have. They understand size language as they point out the biggest sunflower in the garden. Children's curiosity and interest is developed as they learn about growing things. They explain that they are going to water the sunflowers and understand why they need to do this. Simple computer programmes encourage them to master control of the mouse. Tools and equipment are used when they play with play dough. They manage to roll it flat with the rolling pin or mould into shapes with their hands. Children move about freely outdoors and with pleasure around the garden. They balance on stilts, run races with each other and manage to fit their bodies through the hoops.

Children's health and well-being is promoted effectively. They bring packed lunches each day and lots of activities ensure they understand about healthy eating. Through discussion and craft activities they understand that fruit and vegetables are good for them. At snack time they have a cup of milk and a satsuma each which they all attempt to peel for themselves and feel a sense of achievement when they succeed. Effective procedures are in place for the collection of children, ensuring they are well protected. They learn how to keep themselves safe through timely reminders from staff, such as not to run in case they fall. Staff recognise and praise children for their efforts which results in children having a positive attitude to learning. Each week a child is selected from the morning and afternoon session to be the star of the week. Another reward chart recognises instantly things that children have done well. Staff work closely with other agencies to ensure that children who have additional needs develop to their full potential through individual learning plans. There are some resources that children access to help them understand about a wider world. However, displays do not reflect different cultures, ethnicity, disability and gender roles to help children to understand further.

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? | 4 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 4 |
| 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? | 3 |
| How well are children safeguarded? | 4 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 4 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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