

# St Laurence Pre-School & Club 11 Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	257860
<b>Inspection date</b>	01/05/2009
<b>Inspector</b>	Justine Ellaway
<b>Setting address</b>	Broad Street, Long Eaton, Nottinghamshire, NG10 1JH
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<b>Email</b>	
<b>Type of setting</b>	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 Laurence Pre-School and Club 11 Ltd opened in 1984 and has been under the present management since 2000. It operates from a converted building situated within the grounds of Long Eaton Public Library, Long Eaton, Derbyshire. The setting is open each weekday from 07.30 to 18.00 during term time and 07.30 to 17.30 during school holidays. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 89 children on roll, 58 of whom are within the early years age range. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are 11 members of staff, seven of whom hold an NVQ Level 3 qualification and three of whom hold an NVQ Level 2 qualification. The setting provides funded early education for three and four-year-olds.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children are happy and comfortable in the setting and in general their welfare and learning and development are effectively promoted. The setting is committed to including all children. Positive relationships are built with parents, and strong links have been forged with external agencies and relationships are being developed with other settings that children attend in order to promote continuity of learning. Systems to monitor and evaluate practice and identify areas for improvements are in the early stages of development and therefore have not yet made a significant impact.

## **What steps need to be taken to improve provision further?**

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

- improve systems used to make decisions on the suitability of staff so that they use evidence from the range of sources detailed in the EYFS Statutory Framework and that records of these checks are maintained
- review staffing arrangements so that staff are consistently organised to meet the individual needs of all children
- provide time to support children's understanding of how hygiene promotes good health (in relation to hand washing)
- review the indoor environment so that it contains resources which are accessible for all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- review planning and assessment systems to ensure that they are effective in meeting the individual needs of all children (Organisation).

29/05/2009

## **The leadership and management of the early years provision**

A committed, friendly staff team provide a welcoming environment for all children. Sound consideration is given to the inclusion of children with additional needs and relationships with parents and other agencies to secure this.

All of the required policies and procedures have been established and most are effective in promoting the welfare of children who attend. Relevant permissions have been obtained, such as when children go on outings. Staff have a secure knowledge of procedures relating to child protection and are proactive in following up information to ensure that all children are safeguarded. Risk assessments contain relevant information and those completed for outings are thorough in considering possible hazards to children. A rigorous system for monitoring the door at arrival and collection times means that children are kept safe. Systems to establish the suitability of staff at the time of appointment and on an ongoing basis have been established but are not fully rigorous or consistently documented. Children enjoy healthy options within the weekly menu. Systems to promote good hygiene have been improved since the last inspection, where a recommendation was raised, but have not been developed sufficiently to fully minimise the risk of cross infection.

The organisation of staff and resources is mostly effective in meeting the needs of the children who attend. Staff ensure that during activities they are with a particular activity or group of children to sustain their involvement and promote their learning. On occasion, the transition between activities means that children wait whilst things are set up. Children in the younger age group have appropriate access to toys and resources to stimulate their enjoyment and learning. However, the organisation of space and resources in the older age group means that some of the space is only utilised part of the time and the creative area resources are not always independently selected. Whilst this has been improved since the last inspection, where a recommendation was raised, further changes have yet to take place to fully promote independence and creativity.

Partnerships with parents are carefully nurtured so that all parents feels comfortable and secure in approaching staff about any concerns. Useful information about what children have been doing is sometimes shared with parents. Parents have regular opportunities to speak to their child's key worker and look at their child's development file so they can extend children's learning at home if they wish. Where children attend other settings, staff acknowledge the expectation to work with them and are in the process of establishing a relationship.

All staff have contributed their ideas to inform the self-evaluation process. This piece of work has only recently been undertaken and therefore the setting is in

the process of formulating the areas for improvement and how they can be implemented. However, the management team demonstrate a capacity to improve, for example, a discussion about the information communicated to parents via the notice board was quickly addressed during the inspection.

## **The quality and standards of the early years provision**

Children are happy and enjoy their time at the setting. They are comfortable and confident in their interaction with staff. They play well together and are given appropriate support to learn right and wrong. Children participate enthusiastically in activities. Staff suitably interact with children to support their involvement and learning through activities.

Staff work hard to utilise the current planning and observation systems to meet the needs of the children who attend. Some relevant observations are made about what children can do and planning provides a balance of adult and child led activities. Staff have generated additional documents to begin to identify the next steps for all children. However, the system is not currently fully effective in supporting each child's progress towards the early learning goals in all areas.

Older children will sit and participate in group activities for a reasonable length of time. They are encouraged to develop their communication skills through discussions and circle time routines such as answering their name and talking about the weather. All children enjoy singing and join in with their favourite songs doing the actions. They have suitable opportunities to develop their large muscle skills as they play outdoors on a daily basis, with equipment including sit-and-ride toys. They develop their small muscle skills as they use tools and equipment, such as cutlery at lunch time. Children are encouraged to count frequently and as a result are beginning to count by rote, with more able children counting beyond 10. They enjoy using their imagination in the role play and dressing-up area.

Children are developing their independence as they choose what activities they do and what toys they play with. Their independence is usually promoted at snack time where they are encouraged to set the table and pour their own drinks. Children have suitable opportunities to explore and investigate as they plant sunflowers which they are growing at the setting. They learn about being healthy through discussion, such as why they wash their hands. They demonstrate an awareness of safety as they listen to staff instructions and ask when they want to go to the toilet.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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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## **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