

# St John's Church Pre-School Nursery

Inspection report for early years provision

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**Unique reference number** 109595  
**Inspection date** 09/06/2009  
**Inspector** Samantha Powis

**Setting address** 384 Ashley Road, Parkstone, Poole, Dorset, BH14 0AA

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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).

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 Nursery is a committee run group and has been registered to provide care for children since 1977. It operates from two church buildings, each having access to the large church hall, a kitchen and toilet facilities. It is located in the Parkstone area of Poole in Dorset. All areas are easily accessible. There are enclosed areas for outside play.

The group opens Monday to Friday during school term times. Sessions run 09:15 to 11:45 and 12:45 to 15:15, and they also operate a lunch session from 11:45 to 12:45. Children attending are mainly from the local communities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for up to 52 children from two years of age. There are currently 122 children on roll, all of whom are in the early years age group. The setting receives government funding for three- and four-year-olds. The group supports children with learning difficulties and/or disabilities and those for whom English is an additional language.

The manager holds a level 3 qualification in childcare and education. The setting employs 16 staff and have two regular volunteers. Six members of staff are qualified to level 3 or above in childcare and eight either hold or are working towards a level 2 qualification. The setting receives support and advice from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children settle quickly and are fully involved in the broad range of activities from the moment they arrive. Staff understand children's individual needs very well and ensure all children are fully included. Children make rapid progress in their learning due to the extremely well organised and stimulating environment, where staff dedicate their time, skills and attention to supporting the children as they play. Strong partnerships with parents and carers contribute significantly to children's welfare. The setting continuously evaluates all areas of the provision to identify any areas for development, further enhancing experiences for all children.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the strategies used to support children and families for whom English is an additional language.

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

The setting is very well organised. Excellent routines are followed by staff, based on clear written policies and procedures, to ensure children's care and learning needs are consistently met. High priority is applied to maintaining children's safety. All those working within the setting are vigilant and ensure high ratios of staff are maintained at all times to keep children safe. Rigorous systems are followed to ensure the suitability of all those working with the children. Documents are used well to help maintain children's well-being. For example, regular risk assessments and daily health and safety checks are completed on all areas to ensure their continued suitability, meaning children can play freely and safely. Staff have a clear understanding of how to safeguard children and of the procedures to follow if they have a concern about a child's welfare.

Staff work closely as a team, sharing ideas and cascading any new information they have gained through attending workshops and training as they strive to improve quality. They regularly monitor and review their own practices and seek out ways they can make them even better. The management have clear aims and objectives which are shared by the dedicated staff team. All staff demonstrate a full understanding of their individual roles and responsibilities which helps to ensure sessions run harmoniously for the children. The views of others are sought, including Early Years Advisors and parents, which enables the setting to look objectively at the service they provide. Improvements have been made since the last inspection which have benefited children's development and their ongoing health.

Staff work hard to provide an inviting and welcoming environment which is very well resourced and successfully promotes children's independent learning and development. For example, children help themselves to a drink if they become thirsty and make choices whether to play indoors or out. Careful consideration is given to the timing of activities to ensure they make the very best use of the space and resources available, which enables children to participate fully. For example, as one group of children enjoy their snack and opportunities to chat to a member of staff, others are using the broad range of equipment in all of the outdoor areas, free to explore due to the reduced numbers of children using the area at that time. There is a good balance of adult-led and child-initiated play, enabling all children to join in and make progress at their own pace.

Excellent partnerships are established with parents due to the highly effective key worker system. Staff support children's transition between home and nursery very well, they discuss children's starting points and adapt settling-in sessions to suit the needs of each child. For example, when a parent identifies that their child is particularly interested in using musical instruments, staff make sure that these are available on the days the child attends, helping the child to settle quickly and become involved. Parents and key workers meet regularly to share information about children's progress, ensuring their shared knowledge of the child's needs is used well to support them in taking the next steps. Parents receive detailed information about the nursery. Regular newsletters keep them well informed of

any changes and give them lots of ideas as to how they can support their children's learning further at home.

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

Children are extremely happy and settled as they receive quality interaction from staff who know and understand them well. They are motivated and interested as activities are clearly focused on what they are interested in. Staff regularly observe and assess what children can do and what interests them, and use this information to tailor future activities to support them in taking the next step in their learning. All children are valued as individuals and excellent support is provided for any children who have additional needs. Positive strategies continue to be implemented to support children who have English as an additional language. Children are keen to learn as they participate in the well thought out activities which make full use of the indoor and outdoor environment maximising their enjoyment and learning.

Children are confident and eagerly get involved in activities. Their language is successfully promoted through the staff's skilful questioning which challenges their thinking. Children concentrate intently as they enjoy the challenge of joining in with the silent action rhyme, smiling and laughing with delight as they all complete the actions together successfully. They are becoming interested in letters and sounds as they are introduced to these through a wide range of activities such as the letter of the week box. Children have excellent opportunities to use mark making materials in their play, for example, they make lists in the role play area as they pretend to make a telephone call. Children develop a good understanding of number, shape and problem solving through planned and spontaneous activities. Children's ideas are valued and responded to, making them feel important and increasing their confidence and self-esteem. For example, children come up with ideas for props to use in the role play area, which will be based on the pirate theme. This enlivens children's curiosity, generating lots of excitement. Children are very polite and behave well, they treat others with consideration and are learning to share and take turns as they participate in group games or discussions. Excellent opportunities are provided for them to work cooperatively. For example, they are encouraged by a member of staff to work together as they make a vehicle using the big builder set. This helps them to negotiate and play well together when they operate independently.

Children are actively encouraged to learn about safety. They proudly use the pictorial risk assessment sheet to help the member of staff identify any potential hazards in the garden before other children go out to play, checking that the area is free from litter and sheds are locked. They confidently explain what to do if there is an emergency, recalling that they need to call their names out loud so staff can hear them. Children are made aware of the benefits of enjoying a healthy lifestyle, they are offered options such as fresh fruit and crackers for their snack and know to wash their hands before they eat. Children regularly engage in activities which promote their physical health. They take part in music and movement sessions and use the climbing and ride-on equipment on a daily basis, building strength, control and coordination.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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