

St Christophers Pre-school

Inspection report for early years provision

Unique reference number 131564
Inspection date 25/06/2009
Inspector Alison Large

Setting address St Christophers Church Centre, Pepys Avenue, Thornhill,
Southampton, Hampshire, SO19 6PJ
Telephone number 07748 226933
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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 Christopher's Pre-school is a committee run group and opened in 1970. It operates from a hall in St Christopher's Church, in the Thornhill area of Southampton. The premises are easily accessible to adults and children. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open on Monday, Tuesday and Friday from 09:00 to 12:00 and Wednesday and Thursday from 09:00 to 12:00 and 12:30 to 15:30 term time only. All children have access to a secure enclosed outdoor area.

There are currently 44 children from 2 years 9 months to 5 years on roll. Of these 43 receive funding for early education. Children are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language.

There are four staff who work with the children and all hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled and enjoy their time at the setting. The pre-school provides a bright and child-friendly area for the children to play and learn. All children are included and supported appropriately. Children make steady progress in their learning and the settings good links with parents means they are kept informed of their children's progress. Systems are in place to self-evaluate the provision to ensure any strengths and areas to improve are identified.

What steps need to be taken to improve provision further?

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

- ensure documentation is updated in line with the EYFS including the procedure for administering medication
- continue to further develop systems to differentiate activities so that each child's individual learning is maximised ensuring that children are provided with a challenging environment, which fully supports and extends their learning.

The leadership and management of the early years provision

Staff are committed to ensuring all children are included and provide good opportunities for them to learn and develop. Staff have implemented the Early Years Foundation Stage (EYFS) assessment system, which is shared with parents. The staff work well together as a team and the good ratio of staff ensures this

benefits the children who are well supported as they play and learn. Staff access training regularly to keep their skills updated. A comprehensive range of policies and procedures are in place covering all areas of the provision. However, some of these have not been updated in line with the EYFS as required. Self-evaluation has been started and areas for improvement are being identified and staff work together to ensure these have a positive effect on the environment offered to the children. For example, staff are looking at ways to provide continuous provision for children and to be able to free-flow into the garden to enhance their learning and development. Staff are suitably vetted and ensure the children are fully safeguarded at all times. The pre-school has a good partnership with parents and carers, they are welcomed into the setting and kept informed of their child's progress. Parents report they are very happy with the care their children receive and the progress they make. They feel they are kept well informed about what their child is doing through daily discussion with staff and a parent notice board. Children's welfare is promoted by staff who have a clear understanding of safeguarding procedures.

The quality and standards of the early years provision

Children are happy and settled as they move around freely and access a wide range of activities and resources. They particularly enjoy playing in the garden where they can ride on bikes or scooters, paint and play in the sand or water. During creative play they are able to experiment with the texture of dough, and different types of painting. Staff are deployed well to meet the needs of the children and are competent to follow children's interests and leads. The staff are committed to providing good quality care and education for all the children, who are making steady progress. Staff provide good support and interaction during activities and are developing a sound working knowledge of the EYFS to ensure children enjoy a wide range of activities, helping them learn. Staff have reviewed systems for planning and assessment and these are being developed to ensure activities and learning experiences fully support all children's interests and the next steps in their learning. Younger children are becoming confident in their daily routines and good staff support helps them settle. However, the planned curriculum does not yet fully reflect the needs of the younger children, or provide challenge for the older children.

Regular risk assessments are completed and recorded, which help staff identify potential hazards within the setting so these can be minimised. Staff have a clear knowledge of safeguarding issues and have a good understanding of their roles and responsibilities, which means children are well protected. Children are learning about safety issues and have had a visit from the 'road safety lady', staff also remind them how to keep safe and not to run indoors in case they hurt someone. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. Less confident, quiet children are encouraged to take part in activities. Children's health is promoted, they are encouraged to become independent in their self-help skills and to wash their hands when necessary. Children enjoy their snack time and are offered a variety of healthy and nutritious foods and drink. Children's behaviour is generally good, they are kind to each other and share and take turns, for example, at the computer

they know they must sit patiently and wait for their turn. Children become aware of what is expected of them and develop confidence to make their own choices and decisions.

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?	3
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?	3

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