

Our Lady's PreSchool

Inspection report for early years provision

Unique reference number 127424
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Inspector Carol Vant

Setting address St Joseph's RCP School, Springhead Road, Northfleet,
Gravesend, Kent, DA11 9QZ

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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

Our Lady's Pre-School has been registered since 2000. It operates from one large mobile classroom situated in the grounds of St Joseph's RC School in Northfleet. The setting serves the local area and has close links with the host primary school. There are currently 31 children from three to five-years-old on roll. This includes 22 funded places for three and four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language. The group opens five days a week during school term times. Sessions run from 09:00 until 12:00. There are five part-time staff who work with the children. Two members of the staff have early years qualifications to National Vocation Qualification at level 3. A third member of staff has recently completed the Level 3 Childcare and Education course. The nursery is on the Early Years Register, the compulsory part and the voluntary part of the Childcare Register. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. It is a member of the Pre-School Learning Alliance. There is no disabled access to the building.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. It is inclusive and provides a safe, welcoming environment for all children, including those who are at an early stage of learning English. Children enjoy a variety of play opportunities inside and enjoy energetic exercise in the outside area shared with the primary school. Parents are kept well informed about their children's welfare and what they are learning about. The setting recognises the importance to continually evaluate what it does, and, in this way, it sustains continual improvement.

What steps need to be taken to improve provision further?

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

- ensure that parents have more opportunities to contribute to their child's unique record, so that they can be fully involved in the learning and development of their children
- offer children opportunities to make independent choices from the selection of healthy snacks and drinks according to their preferences

The leadership and management of the early years provision

The setting is well run by an experienced manager who leads a small team of suitable, well-qualified staff who have a shared understanding that improvement must be a continuous process. Self-evaluation is effectively focused on achieving the best outcomes for all children. The shortcomings of the present accommodation are recognised and the need for a new building is the main focus of improvement plans. The setting also recognises the need to encourage and

enable parents to contribute more to their children's learning and development, for example, by contributing information to the children's unique record. Daily team meetings ensure that all staff share information and plan to meet the needs of all children, including those who are learning English as a second language.

All safeguarding policies are securely in place and these include rigorous daily hygiene and safety routines. The staff are vigilant in ensuring that the children are kept safe. Daily risk assessments are carried out to ensure that outdoor and indoor spaces, furniture, equipment and toys are suitable and safe. Good emphasis is placed upon security so that children do not leave the building unaccompanied.

The setting fully embraces the philosophy that each child is unique. Staff listen to the children during circle time discussions and while children are playing to find out what they enjoy and how they feel. By observing children at play and by listening to their parents, the staff offer child play opportunities that take account of the children's likes and dislikes and their interests. The staff also ensure that learning experiences widen the children's interests and are effective in moving their learning and development forward. Daily team meetings ensure that all staff share information and plan well to meet the needs of all children, including those who are learning English as a second language. The setting promotes a good partnership with parents and involves them fully in what it does and takes their views seriously when planning to meet the needs of their children. Parents are kept fully-informed about their children's learning, development and welfare, both informally when they deliver and collect their children and more formally by newsletters and at open evenings. Individual records of children's progress are kept and shared with the parents.

The quality and standards of the early years provision

Staff have a good understanding of children's development and by fully embracing the Every Child Matters agenda and Early Years Foundation Stage principles they sustain good quality provision. Although each staff member is responsible for a particular group of children, they work effectively as a team and know all the children well. As a result, children make good progress in their learning. Weekly planning is detailed and includes a range of play opportunities across all six areas of learning, including adult led group activities, with specific references to individual children's preferences and how tasks may need to be modified to help individual children to succeed. Observations of children's play build up a picture of the child's progress that is recorded in their individual records.

All welfare requirements are fully in place. Children are well behaved and respond well to adult instructions which keep them safe. Strong links with the adjacent primary school develop their confidence and also prepare them well for the next stage of their education. Children develop a good understanding of healthy living. This is evident as they learn to wash their hands after toileting and before eating. The children's good contribution to their activities is seen as they help to serve healthy food. They also develop good social skills while enjoying nutritious, healthy food at snack times. However, whilst good hygiene routines prevent infection and ensure a clean environment, children are not given the opportunity to make their

own choice from the drink and food offered.

A variety of age-appropriate resources are easily accessible to the children, encouraging independence and self-selection. The setting shares a well fenced, well equipped outside activity area with the reception class of the school. Although this arrangement limits its availability, the children attending the setting enjoy energetic play for some time every session, running, climbing, balancing, and swinging on the large equipment. As a result, children make good progress in their physical development. Children also develop good social skills as they play happily independently, alongside each other and collaboratively. During the inspector's visit children enjoyed making play dough and then cutting, shaping and moulding it into 'cakes' and 'pizzas'. Staff to develop children's thinking well through questioning and as a result, children make good progress in extending their vocabulary and other language skills. One girl commented, 'It feels nice and comfortable, it's hard and soft'. A variety of visitors to the setting help the children to really enjoy their time in the setting and to make good progress in their creative and cultural development. Good links with a local nursery enable them to develop a good understanding of road safety.

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