

St Joseph's Swans and Cygnets Pre-School

Inspection report for early years provision

Unique reference number	205299
Inspection date	08/05/2009
Inspector	Fiona Robinson
Setting address	125 Newtown Road, Malvern, Worcestershire, WR14 1PF
Telephone number	01684 573016
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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 Joseph's Swans and Cygnets Pre-School is a committee run group that was registered in 1988. It operates from a classroom within St Joseph's Roman Catholic Primary School and also has use of the school hall, nature trail and outdoor play area. There is a ramped disability access to the school. The pre-school serves the surrounding area.

The pre-school is open from 08:30 to 15:15 Monday to Friday in school term time only. There are currently 32 children on roll, of these 23 children receive funding for nursery education. The setting may care for no more than 20 children from two years to under five years at any one time. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with learning difficulties and/or disabilities.

Eight staff work with the children, of these five have appropriate qualifications to level 3 or above and one is working towards a foundation degree qualification. The nursery receives support from a mentor teacher from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good, because children respond well to the excellent quality care and support they are given by staff. They are keen and interested to learn and all children feel valued and fully included in activities. Children feel secure in the pre-school because the staff develop excellent relationships with their parents. The manager and her staff have a strong vision for the care and education provided for the children. They reflect on their practice in their self-evaluation and clearly identify strengths and areas for improvement. They demonstrate a good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- improve the planning, layout, resources and evaluation of the outdoor area of learning.

The leadership and management of the early years provision

Children feel very safe and secure because staff give them excellent quality care and support. Risk assessments are carried out regularly and the premises are kept very secure. Staff are fully aware of their duty to protect children and robust procedures are in place to ensure that this occurs. In addition there are rigorous systems in place for staff recruitment.

Parents receive excellent information from the pre-school and are kept well

informed of their children's achievement and progress. They are kept fully informed of current topics via newsletters and their views are sought and their responses to questionnaires are carefully analysed. The pre-school has also established excellent links with the host school. Every Friday afternoon the children join in with well-planned indoor and outdoor activities with the children from Reception. They also participate in any special activities such as visiting the eco-bus or participating in the multi-cultural week activities.

Comprehensive self-evaluation systems ensure that all views are taken into consideration when identifying strengths and areas for improvement. The manager and staff have recognised the need to further develop the outdoor area of learning, including the planning and resourcing of this. Good progress has been made in addressing the recommendations from the previous inspection. The life and work of the nursery is monitored carefully and shared effectively with the management committee. All policies and procedures are in place and documentation is regularly revised and reviewed. Staff access relevant training courses and some go on to improve their childcare qualifications. For example, the manager is completing a degree and two staff are working towards a level 3 qualification.

The quality and standards of the early years provision

Children make good progress in their learning and development. Key staff use the detailed information provided by parents to gain a good understanding of children's starting points. They use ongoing observations and evaluations to develop individual learning journals for each child. Staff use these to assess children's strengths and to establish their individual next steps in learning and development. A good range of well-planned indoor and outdoor activities motivates children to learn and is responsive to their needs and interests.

Children are keen and enthusiastic to attend the pre-school. They feel valued and develop a sense of belonging as they select their name tags. Children enjoy talking about their visit to the big green eco-bus in circle time. Space is well organised and allows children to choose activities that suit their own pace. They enjoy building a model village outdoors and talking about their adventures in their den. They are keen to look at maps and mazes and design their own map in a small group. They are making a useful contribution to the setting by helping to plan the new playground and they enjoy talking to 'explorer bear' about special things they have done. Most can count up to ten and beyond and they enjoy singing songs such as 'The Wheels on the Bus Go Round, Round, Round'.

The children's safety and welfare are of top priority. Children are developing an excellent understanding of how to keep themselves healthy. Adults are excellent role models and through the daily routines children become aware of the importance of regular hand washing and personal hygiene. They enjoy being sociable as they sit together in small groups to eat and drink. They pour their own drinks and help themselves to their own snacks. Children enjoy making their own fruit kebabs and healthy fruit pizzas. They develop a good understanding of keeping safe and learn how to use equipment safely. Children develop their

independence well and are proud to learn how to speak some words of Italian once a week. Children are well prepared for their next stage of learning in this bright and stimulating setting.

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?	1
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?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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