

St Pauls Pre-School

Inspection report for early years provision

Unique reference number EY311559
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Inspector Anne Wesley

Setting address c/o St Margaret of Scotland Catholic Infant School,
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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 Paul's Pre-School opened in 1986 and relocated in 2005. The group operates from a purpose built portacabin in the grounds of St. Margaret's School in Luton, Bedfordshire. A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday from 08.15 until 16.00 to provide parents and carers with very flexible wrap around care and two set sessions of the pre-school each day from 09.15 to 12.15 and from 12.15 to 15.15. The children have access to one room and an enclosed outdoor play area. The setting is accessible for both children and adults with physical disabilities. It is registered on the Early Years Register and both parts of the Childcare Register.

There are currently 51 children aged from two years to under five years on roll, and of these 46 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also makes provision for children who speak English as an additional language.

The pre-school employs seven staff who work with the children. Six of the staff, including the leader, hold appropriate early years qualifications. The pre-school has input from a qualified teacher and a mentor from the local authority.

Overall effectiveness of the early years provision

This is an outstanding setting where children's welfare and learning needs are extremely well met, they are safe and secure at all times and enjoy learning. The children make very good progress in relation to their starting points and capabilities. Parents are very happy with the pre-school and appreciate the friendly and helpful staff. The management continually look for ways to improve the setting so that their capacity to achieve continuous improvement is excellent. The setting is fully inclusive and caters very well for children with learning, emotional and physical difficulties as well as those who speak English as an additional language.

What steps need to be taken to improve provision further?

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

- ensuring plans to strengthen the self-evaluation process are fully implemented

The leadership and management of the early years provision

The children's care, learning and welfare are significantly enhanced by the exemplary way the setting is led and managed. Staff have specific roles and

responsibilities within the group and consequently the children know who to go to. Parents are happy that their child has a key person who assesses their learning and progress. Current safeguarding requirements are fully met. A playworker, arriving from an agency without the appropriate documents, was denied access to the setting. Policy documents are up to date, have been signed by staff members and usually include dates when they should next be revised. The setting is fully inclusive and caters very well for children with both learning and behavioural difficulties. Children who speak English as an additional language are very well catered for. Labels and notices in Polish are very well received by parents. Photographs and notes of observations are made to record the children's progress.

Key workers use their assessments of children's needs to inform the following week's planning. Since the new Early Years Foundation Stage framework has been introduced, the planning has changed so that it follows closely the learning needs and interests of the children. The children's individual profiles show their progress clearly and the details of the next steps the children should take in the learning. The profiles are shared with parents who regularly comment on them and add to them. The manager is fully committed to providing an excellent programme for staff development. This has resulted in members of staff attending training courses as well as taking part in schemes for in-house training. Their enhanced skills and knowledge have added to the good progress the children make. As yet a formal system of self-evaluation has not been implemented with the whole staff but it is planned that it could be used to induct the new deputy manager into her leadership role.

The quality and standards of the early years provision

The children make outstanding progress during their time in the pre-school because there are many interesting activities for them to experience, which are tailored to their specific needs. There is a wide range of activities both inside and outside, with an appropriate balance of those that are led by an adult and those that the children choose for themselves. The children may choose to work outside where provision is made for all areas of learning. Adult-led activities are added to, and changed continuously, following the direction of the children's interests, and every opportunity for developing the children's learning is taken. All members of staff look for learning opportunities all the time. Children actively participate and become totally engrossed in a very wide range of age- appropriate learning experiences. They show excellent concentration and focus.

As the children are encouraged to make the own choices from the activities and resources that are provided, they become confident and self-motivated. They have plenty of opportunities to talk together so language skills are promoted well, with adults being good role models. Children know they will be listened to and so they listen well to each other. The children are encouraged to help in the pre-school and when they select new activities or resources they put away the ones no longer needed. They are taught about keeping safe. One child explained why there were two handles on the door and why the gate had to be locked. There are many opportunities for children to count and explore mathematical ideas. There are also many opportunities for the children to investigate creative materials, such as paint,

chalk and water and large brushes, as well as a variety of coloured and shaped paper. The children's current interest in kings, queens and castles prompted the construction of imaginative crowns. Labelled drawings of this topic show the children's early writing skills and their growing understanding of the link between letters and sounds. The creative activities provide children with the opportunity to develop skills of cutting and pencil control. Children's physical development takes place mostly in the outdoor area, although dancing with ribbons also takes place indoors. They understand that the snack they have 'is good for you' as they are learning about healthy eating.

Particular attention is paid to promoting children's personal development so that they relate well to both adults and other children. Their behaviour is extremely good and they happily engage in all the interesting experiences provided.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	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