

St Oswald's Pre-School

Inspection report for early years provision

Unique reference number 315247
Inspection date 22/06/2009
Inspector Sheila O'Keeffe

Setting address St Oswald's Primary School, Padgate Lane, Padgate,
Warrington, Cheshire, WA1 3LB

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Oswald's Pre-School opened in 1991. It is run by a committee and operates from a self-contained classroom adjoining St Oswald's Primary School in Padgate, Warrington. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is open each weekday from 08.00 to 08.55 for breakfast and from 09.00 to 11.30 and 12.30 to 15.00, term-time only. A maximum of 19 children may attend the pre-school at any one time. Children have access to a secure enclosed outdoor play area. There are currently 55 children aged from two to under five years on roll. Of these, 50 children receive funding for nursery education. The pre-school currently supports a small number of children who speak English as an additional language. The pre-school employs five members of staff, including the manager. Of these, three hold appropriate qualifications in Early Years. The pre-school is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and well cared for in this bright, welcoming environment, where they are all included equally. They make good progress in most areas of their learning. Observation, planning and assessment of children's learning are at an early stage of development, as are the systems to evaluate what the setting does well and where it needs to improve. The manager is aware of areas for development and has made improvements since the last inspection, pointing to good capacity to promote further improvement. Staff have positive relationships with parents who are happy with their children's education and care. Children's welfare is promoted well through the safe and secure setting.

What steps need to be taken to improve provision further?

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

- ensure staff extend their knowledge and understanding of the Early Years Foundation Stage and develop observation, planning and assessment so as to challenge and support children in all areas of learning
- develop self-evaluation systems to identify strengths, weaknesses and areas for improvement.

The leadership and management of the early years provision

Good leadership and management mean that improvements have been made since the last inspection. Staff are involved in observation and assessment to help them plan, challenge and support children's progress. However, all staff do not yet have sufficient knowledge and understanding of the Early Years Foundation Stage to make this effective enough. The manager and team meet and evaluate in order to

make improvements. However, their basic self-evaluation procedures are at an early stage of development. The manager and team are fully aware of their need to develop the service they provide through further training for staff. The staff have responsibility as key workers for all children and their own particular group. They give good support and encouragement, allowing children to investigate and express themselves. This promotes children's confidence and self-esteem well. The manager and staff have a good relationship with parents and carers. Children settle well and are comfortable and happy with their routines. Parents speak positively about the pre-school, commenting on their children's progress and saying their children are safe, happy and well cared for. Good systems are in place to ensure that children are safe. Child protection training is up to date. Both committee and staff members' suitability to work with children has been checked. The manager ensures that all the necessary documentation and policies are in place to ensure safeguarding of children in their care.

The quality and standards of the early years provision

The children are well cared for and thoroughly enjoy their activities. Staff ensure every child participates, so as to help them fulfil their potential. The children are given many opportunities to develop their communication, language and social skills. For example, 'circle time' and the self-registration system encourage children to speak and listen to adults and to each other. Children are involved and motivated to learn. Observations to assess, record and subsequently plan for children's next steps in their learning are in place, but are still in the early stages of development. This results in some missed opportunities to identify and develop individual children's next steps in some areas of their learning. The children develop their confidence and abilities through a good range of interesting self-chosen activities. These, together with adult-led small and large group activities, give children plenty of scope to explore and develop their ideas. Good, stimulating resources are available both inside and outside. For example, there is a well resourced woodland area with a playhouse and nature trail which enables the children to develop their knowledge of the world around them and allows them to explore, experiment and make their own decisions. Behaviour is good because the children are happy and safe. They respond well to the praise and encouragement from the staff. Staff make sure that they help children to develop a positive attitude towards people who are different from themselves. Children develop a good understanding of what is right or wrong. They are familiar and comfortable with the routines, for example, washing hands and relaxing during snack time, which helps them to keep healthy. Children have access to water whenever they need a drink. They are developing good skills for the future, for example, in the calm, respectful way they learn and play together. As a result, children communicate well and confidently speak to each other and to adults. The staff maintain a safe environment and carry out regular risk assessments which are recorded. Security measures are in place and adhered to. Children learn about keeping themselves safe through good care and guidance provided by the staff. The setting is secure and clean and access is carefully monitored.

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?	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