

St Mary's Pre-school Shortlands

Inspection report for early years provision

Unique reference number

137356

Inspection date

28/09/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

St Mary's Pre-school Shortlands was registered in 1992. It is registered on the Early Years Register and is overseen by a pre-school committee. The pre-school operates from a church hall in a residential area, close to three schools. The building consists of a large hall, two small rooms on a lower level, an enclosed paved patio area and a grassed area, a kitchen, utility room and toilets. In the corridor from the toilets to the hall there is a lift for wheelchairs. The pre-school is open Monday to Friday from 9.30am to 12.00pm and Monday to Thursday from 12.30pm to 3.00pm during term time only. A maximum of 32 children may attend the pre-school at any one time. There are 77 children on roll in the early years age group. The setting supports children for whom English is an additional language and children with special educational needs and/or disabilities.

The pre-school employs 10 staff, including the manager. The manager holds a Level 4 Cache certificate in Managing Quality Standards in Children's Services. Five of the staff have a Level 3 qualification, one has Level 2 and two members of staff are working towards an NVQ Level 2. Two members of staff hold a food hygiene certificate and six hold first aid certificates.

The pre-school teaches through play following the Early Years Foundation Stage and have gained Stage 2 of the Pre-school Learning Alliance accreditation scheme 'Aiming For Quality' and are currently working towards Level 3. The pre-school have gained I CAN accreditation at Supportive Level and have completed an inclusion review with the area special educational needs coordinator. The setting receives support and training opportunities from Bromley Early Years, the Pre-school Learning Alliance and the local SENCO.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the setting and make excellent progress because planning, organisation and presentation of activities, successfully promotes inclusive play and learning experiences. The principles of the Early Years Foundation Stage are at the heart of the provision, valuing the uniqueness of each child and establishing warm, caring, positive relationships so that children are happy, settled, confident and independent learners. Strong management and a consistent and familiar staff team, have enabled the setting to grow from strength to strength, refining and enhancing learning and development opportunities for all children, so that outcomes for all children are exemplary. The setting maintains continuous improvement through effective ongoing self-evaluation, with clear targets and action plans for present and future development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- develop systems and arrangements to effectively engage all parents and carers in consolidating children's learning and development in the home setting
- ensure bathroom routines enable children to adopt healthy personal hygiene habits as skills for the future.

The effectiveness of leadership and management of the early years provision

Safeguarding children is a high priority for the setting so they ensure the majority of staff are appropriately trained and all are familiar with procedures for reporting and making a referral if worried about a child. All staff and regular helpers are vetted and all policies are reviewed annually by staff, parents and the committee, including child protection, non-collection of children and lost child policies, ensuring these are implemented effectively to keep children safe. Thorough daily and termly risk assessments are carried out and the accident book is reviewed regularly to see where most accidents occur and the area is then reviewed and equipment checked, minimising hazards. Good procedures are in place ensuring only authorised people are in the pre-school.

The pre-school is accessible to all children, parents and carers, as there is a wide entrance door, a wheelchair lift in the corridor and suitably adapted toilets. When a child joins who speaks another language, staff find key words to help the child settle in. They have a good range of posters promoting diversity and in different languages. Some books are written in different languages and there is a large and clear, visual daily timeline on display, helping children with special educational needs and/or disabilities and unsettled children to see and understand the order of routines and activities and what is to come next. Signs for good sitting, listening and looking are effectively helping children to integrate socially, together with a collection of Makaton signs, enhancing communication. Children celebrate festivals from different cultures and religions, such as Chinese New Year and have appointed a member of staff to be a festival coordinator.

Children with special educational needs and/or disabilities, enjoy a very effective support network, enabling them to participate in the full range of activities and progress exceptionally well from their starting points. Links with other agencies are ensuring consistency, so that children have excellent opportunities to successfully fulfil their potential. Parents have opportunities to be fully engaged in all aspects of the setting, alongside participating in decisions about children's next steps in learning. Arrangements are in place for working with parents and carers, that enhance children's learning opportunities, through activities in the home consolidating those in the setting. However, arrangements are not fully embracing the value of parents' contributions and participation, so as to ensure all are purposefully engaged in promoting children's learning.

The quality and standards of the early years provision and outcomes for children

Children have superb opportunities for exploration and discovery, through the exceptionally well balanced programme of activities, embracing children's interests and different learning styles.

All children are confident and able to make choices and decisions about what, where and with whom they wish to play. Adults are using creative and innovative ways to support children, such as cards and pictures, helping children to focus on what they are doing now and what they are going to do next, accompanied by a timer, helping them concentrate and get the most from learning opportunities. Individual learning plans are realistic, optimistic and clearly focus on reaching potential.

Children enjoy a wide variety of exciting and stimulating resources across the six areas of learning, catering successfully for the different learning styles of girls and boys, including a balance of outside activities, enabling children to make excellent progress towards the early learning goals. Through careful planning, adults are ensuring there is lots of space for free movement, bold and challenging exploration and cosy corners for quieter and contemplative play, meeting the learning needs of all children. Adults consistently support and stretch children's ideas and imagination, such as children's role play of a bus journey, providing authentic tickets and mark-making resources.

Children enjoy a real sense of belonging through group activities, listen attentively and participate enthusiastically because adults pitch these activities to the different age and ability levels. Each child's contribution is highly valued, helping them feel good about themselves, such as through the 'show and tell' component of circle times. Children settle straight back after group activities because the environment is exciting, stimulating and motivating. Many children return to what they were previously doing and pick up where they left off in game, because they enjoy the social interaction, such as taking their seats 'on the bus' and collecting tickets.

Children behave in safe ways because adults consistently provide good role models and guidance, such as picking up toys to avoid tripping hazards and handling objects carefully. Children feel safe and secure in the setting because adults are readily available and children feel able to ask or indicate the need for help and support, because relationships are positive and caring. Children are adopting personal hygiene habits through consistent and familiar hand washing routines, especially prior to having drinks and snacks, helping them to be healthy. However, the toilet routines are not actively encouraging flushing or a general awareness of how to leave the environment suitable for others to use, so as to fully promote good habits children will need when attending school in the future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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