

St Anne's Pre School

Inspection report for early years provision

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Inspector

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Setting address

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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 Anne's Pre School is run by the Governing body Of St Anne's Primary School and was registered in 2009. It operates from a classroom within St Anne's Primary School in Willenhall, Coventry, with access to other facilities within the school. There is a fully enclosed area available for outdoor play. The setting is open each weekday from 9.00am until 12.00 noon, during term time only. Children attend each session.

The pre school is registered on the Early Years Register only. A maximum of 24 children may attend the pre school at any one time. There are currently 20 children aged from three years to under five years on roll. They currently support a number of children with English as an additional language.

The setting employs four members of child care staff. Three of these hold appropriate early years qualifications, and the other is working towards hers. The setting serves the local area and has strong links with the school, it also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective partnerships with parents and other agencies ensure that all children receive appropriate support, as staff obtain detailed introductory information about their individual needs and then act upon any issues that are highlighted. The flexible organisation of the session within a basic structure, and particularly effective use of key staff, helps children to make good progress in their learning and development whilst also promoting their welfare. As a result the pre school meets all the Early Years Foundation Stage (EYFS) requirements. They demonstrate a strong commitment to maintain continuous improvement through recent action taken to address areas of weakness highlighted in their effective self evaluation and other quality checks.

What steps need to be taken to improve provision further?

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

- extend risk assessments to include anything that children may come into contact with relating to activities.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by staff's knowledge of what action to take over any concerns. Secure recruitment, vetting and induction processes ensure that only suitable staff are employed to work with the children. Daily checks are

made of the premises to ensure these remain safe and secure, although the risk assessments are currently brief and do not include all potential hazards relating to some of the activities that children engage in. Most necessary policies and procedures are in place to support their practice, although not all are effectively shared with parents due to their complexity. Staff make very good use of the premises and resources available to provide diverse opportunities for children each session, both inside and out, and provide excellent support at adult focussed activities such as key group time and during free play opportunities. Management have a clear view of their current strengths and most weaknesses, with action underway to resolve the most important of these. Recent improvements have had a positive impact on the overall quality of provision and outcomes for children such as the more individual planning processes, time allocated for staff to maintain paperwork and better use of resources which promote diversity. Ongoing contact between management and staff has helped identify current training needs, with plans in place to meet these and the provision is benefiting as a whole from the additional teacher support currently in place.

All children and families are made to feel welcome, with particular evidence of strong support for those with English as an additional language. All parents have access to detailed information about the provision, especially their child's daily activities. Information they provide in their child's 'All about me' leaflet is used as the starting points for their assessment folders and parents are able to add comments weekly to these records. Suggestions parents make are welcomed and have resulted in some changes. They have good opportunities to be involved in their child's learning, such as, attending workshops on story sacks. The pre-school also operates an 'open door' policy for parents who wish to spend time there during the sessions. Liaison is developing with other child care providers working with some of the children and is well established with other local agencies. Particularly strong links exist throughout the year which benefit the children on their transition to school.

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

Children obviously greatly enjoy their time at pre school, are achieving well and are always busy throughout the whole session. The quality of planning provides each child with an enjoyable and challenging experience across all areas of learning, with recent improvements ensuring that individual learning opportunities are recorded for each child. Children have access to a child-centred environment with a wide range of resources, offering increasing opportunities for independence, time to follow their own interests and free flow to the outdoor areas for most of the session. They benefit from their positive interaction with knowledgeable staff, who take time to listen to their views and utilise all opportunities to support and reinforce their learning, such as discussions about shape, size, stability, number and colours during construction activities. The outdoor environment is used very effectively to provide a range of opportunities, which particularly suits the individual learning styles of many of the children. They enjoy the freedom to explore, engage in physical play, interact with the reception class at times and reinforce their understanding of concepts such as the flow of water down various

pipes or through direct contact with nature. Staff know what they want children to achieve from activities and frequently record observations when they see developments in a child's understanding or vocabulary. These feed into children's learning journeys under the areas of learning, with details of their activities also recorded twice weekly to share with parents in their 'special books', so that staff are easily able to track their progress.

Children's welfare is well promoted as staff ensure they have all the necessary information and consents to enable children's needs to be met. Children develop their understanding and feeling of safety through reminders given by staff, such as, how to carry scissors. They are seen to be comfortable in the setting, approach staff readily for support when needed but on the whole are confident about accessing resources for themselves. They benefit from visits before they start full time, which enable them to quickly familiarise themselves with routines and get to know the staff and each other. Children are confident about hygiene routines and independently wash their hands before self-serving their fruit and milk. They consider whether to put their coats on before going outside and most spend large parts of the session in the fresh air. Although children do not have regular outings they do make use of the school grounds and have visitors from the local community, such as fire-fighters and a dental nurse. Displays of children's work help them to feel settled and valued, with particular care taken during group time to ensure all children have a voice. Most children are very well behaved, having had lots of physical play opportunities so that when necessary they can sit and listen. Staff confidently handle incidents, consistently and appropriately to children's levels of understanding. Lots of praise is used when children behave well to reinforce desired behaviour. Children learn to help each other at times, such as to tidy before the end of the session, they take turns in activities and show consideration for others, all necessary skills for 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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