

Stanground St. John's Pre-School

Inspection report for early years provision

Unique reference number	256825
Inspection date	07/07/2009
Inspector	Kathleen Yates
Setting address	St. Johns Primary School, Chapel Street, Stanground, Peterborough, Cambridgeshire, PE2 8JG
Telephone number	07940265957
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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

Stanground St. John's Pre-School opened in 1995. It is situated within the grounds of St. John's Primary School, in Stanground, a suburb to the south of Peterborough City Centre. It serves the local area and surrounding villages. In November 2008, the pre-school moved into new purpose-built premises, which also include Sure Start. The setting operates five days a week, term time only. Sessions are from 09.00 to 11.30 and 12.30 to 15.00. A lunch hour is offered from 11.30 to 12.30 as an extended care period.

The pre-school is registered for 25 children at any one time from two years to five-years-old. There are currently 54 children on roll. This includes 37 funded children. Children attend for a variety of sessions. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting has experience of supporting children with learning difficulties and/or disabilities and those who speak English as an additional language. There is appropriate access and toilet facilities for staff, parents and children who have disabilities.

The pre-school employs ten staff, over half, including the manager, hold appropriate early years qualifications. The setting receives support from a pedagogical teacher and childcare advisor from the Peterborough Sure Start Strategic Partnership.

Overall effectiveness of the early years provision

The provision at Stanground Pre-School is good. The setting meets the needs of the early years children well because staff value, include and care for each one of them effectively. All children make good progress in their learning and development as they enjoy their time at the setting. Staff promote all aspects of children's welfare effectively and ensure they are safe and well cared for. Significant improvements have been made since the last inspection and there is a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- implement the setting's intentions to set up a system to formally monitor children's progress and to involve all members of staff in this process
- build upon the contact made with the primary school to which children transfer to secure continuity of experience for children between settings.

The leadership and management of the early years provision

The setting is well led and managed. There is a real sense of teamwork and a happy, purposeful atmosphere so that children achieve well in all areas of learning. All records, policies and procedures are in place and readily accessible and they ensure that children's welfare is promoted well. Recruitment procedures are effectively carried out to ensure that all adults who work with children are suitable. The accommodation is of a high standard and the resources are of good quality and attractive to the children. The outdoor area is being extended and adjoins the Reception class of the primary school to which older children will transfer. Leaders and managers have prepared children well for when they move on and are keen to establish closer relationships with the staff in the next school to secure continuity of experience for children between settings. Partnerships with parents and carers are strong. Parents are very appreciative of the welcome both they and their children receive and are confident that their children are happy in school and in safe hands. There is regular support from the Early Years Advisory service which has contributed to the good improvements made. At present, monitoring and evaluation of the setting's strengths and weaknesses is done satisfactorily but a little informally, by the supervisor and her deputy. They recognise that the next step is to set up a more rigorous system of self-evaluation to monitor children's progress and to involve all members of staff in this process. With this in mind, the support of the Early Years Advisory service has already been sought and discussions with other settings to share best practice have also begun.

The quality and standards of the early years provision

The new premises provide children with good opportunities for their learning and development. Very good use is made of both the indoor and the outdoor environment which is secure and rigorously checked to ensure children are safe at all times. All staff work well as a team to promote effective welfare provision. All children have a key person and many staff have completed their first aid training for early years children. Senior staff make new members and students very welcome and children benefit from having good adult role models. Children readily access drinking water and staff are diligent in ensuring children are well protected from the hot sun.

Staff have high expectations of children. Consequently, they behave well and enjoy their time together. Staff plan interesting and exciting activities, such as the visit from the Fire Service. There is a good balance between activities which are led by staff and those which children choose for themselves. Adults interact well with children in the role play area, where children learn the importance of wearing seat belts and safety helmets to keep themselves safe. Staff promote children's speaking and listening skills well, explaining to them the dangers associated with the kitchen so that children understand the importance of not leaving a chip pan unattended. Children who have English as an additional language and those who need help with their speech, are supported in daily individual sessions by specially trained staff. This builds up their self-esteem and enables them to take part in conversations with their friends. Children's contribution to the community is good.

Basic numeracy skills are practiced daily. For example, children count the numbers of candles on cakes and the wheels on diggers. Good attention is paid to the importance of children learning about active and healthy lifestyles and good manners. They learn to pour out drinks for one another and to choose from healthy foods on offer at snack time. They readily take turns because staff talk to them and guide them watchfully. Children are effectively prepared for the next stage of education.

Parents receive regular communications from the setting and a suggestions box is available for those who wish to make comments anonymously. Staff make regular and detailed assessments of how well children are doing and share this information termly with parents. The setting has a deservedly high reputation with parents which results in all places being taken.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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