

St. Philips Pre-School

Inspection report for early years provision

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Inspector Siobhan O'Callaghan

Setting address St. Phillips Pre-School Nursery, St. Phillips Church Hall,
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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*.

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.

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Description of the setting

St. Phillips Pre-School opened in 2004 and operates from St. Phillips Church Hall in Finchley, North London. The nursery have access to a large hall, an adjacent smaller room, toilets and a secure outside play area. The nursery serves the local and surrounding community. It is open during term time each weekday from 09:00am to 3:00pm, offering flexible sessions from 09:00am to 1:00pm; 11:30am to 3:00pm and all day sessions where required. Some children attend school nursery provision in the morning and then St. Phillips pre-school in the afternoon. The nursery also offer three weeks summer school which operates during the last week in July and the first two weeks in August.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 30 children under eight years at any one time, of these, no more than 30 children may be in the early years age group and of these, no more than eight may be under the age of three years at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 34 children on roll aged from two years to under five years. There are six members of permanent staff working with the children alongside students on placement from college. The manager holds an Early Years degree and has enrolled on the Early Years Professional Status training commencing in January 2010. All other staff holds relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a welcoming and accessible learning environment where children are making sound progress in their learning and development. There are appropriate systems and procedures in place to promote most aspects of children's welfare. The provision values working in partnership with parents and other professionals to meet children's individual needs, although, as yet, parents and children are not actively involved in self-evaluation processes. The pre-school demonstrates a positive approach to implementing improvements within the provision which is evidenced within their ability to tackle recommendations raised at their previous inspection; however, issues around promoting positive health remain as an area for improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out and record a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 12/10/2009

- improve children's opportunities to develop healthy habits such as promoting good hygiene practices within their daily routines (Promoting good health). 12/10/2009

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

- develop further self-evaluation systems so that the views of children/parents and carers are utilised to assess all aspects of the provision and therefore improve outcomes for children
- create an environment rich in print where children can learn about letters, words and numbers which in turn will support their early writing skills
- improve children's opportunities to develop independence skills within the adult-led activities they enjoy.

The effectiveness of leadership and management of the early years provision

The pre-school has in place a sufficient range of records, policies and procedures to support the safe management of the Early Years Foundation Stage (EYFS). Children are cared for in a secure and safe environment which is supported through the daily risk assessments of the premises whereby potential hazards are highlighted and removed. Staff demonstrate a secure understanding of keeping children safe when on outings; however, the provision is yet to implement risk assessments for all the many trips that they enjoy with children. The pre-school has in place clear systems to support the safeguarding of children. All staff working within the pre-school has undergone appropriate checks and have the required knowledge and skills to support children's learning and welfare. The staff team are suitably trained in child protection awareness and know what action to take in the event of a safeguarding concern.

The pre-school team has worked steadily to implement improvements within the provision. For example, since their last inspection all staff have attended training within the EYFS and they have all worked hard to develop their planning and assessment systems to improve outcomes for children. Planning gives due emphasis to all areas of learning and now takes into account the different stages and abilities of the children attending. Therefore, all children are supported to make steady progress in their learning and development. The staff team have improved the organisation of group sessions to ensure that children do not spend long periods of time waiting idly. For example, children now enjoy small snack-time groups which are relaxed, social occasions. However, the management of children's personal hygiene during these sessions does not promote their understanding of developing healthy habits. For example, children currently share a bowl of water to wash their hands prior to snack rather than visiting the bathroom where they can access clean warm water.

The manager competently deploys her staff team which enables all children to receive individual support and attention. Children have many opportunities to explore their own ideas as they engage within self-initiated play. Adult-led activities

are also popular with children as they demonstrate that they are keen to participate in a variety of games and creative activities. Children benefit from easy access to a range of resources and experiences both inside and out within the garden area. The provision promotes free-flow play, thus children have access to the garden throughout the day. Children learn about each other's differences and cultures which are promoted positively through topics and activities within the pre-school. Parents are fully involved in these experiences as they take a lead, for example, in planning international days.

The pre-school staff value working in partnership with parents and the schools, those children attend. Consequently, children receive continuity of care as their achievements and progress is shared. Discussions with parents confirm that they are happy with the care and attention their children receive. Parents' comments include: 'the nursery staff work really well as a team, my child loves all the staff, they are very kind and approachable' and 'my child has great social experiences here, they do many activities to promote independence skills'. The provision clearly respects that all children are unique as they gather comprehensive information about each child before they attend. This enables all staff to have a sound understanding of children's starting points. These positive partnerships help to support children's sense of belonging within the provision.

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

The staff team demonstrates a sound knowledge and understanding of the Early Years Foundation Stage framework. They plan a varied and interesting range of activities that engage children and keep them busy. Staff ensure that all children have full access to the curriculum and, where appropriate, adapt activities for individual children, thus there is a positive emphasis on inclusion. There are secure systems in place to monitor children's progress whilst also supporting them to move onto their next steps in learning. Children are developing many valuable skills as they move confidently and independently within their environment. They enjoy taking on the responsibility of buttering their own toast at snack-time and demonstrate how they can be very helpful when it is time to tidy away their environment. However, some adult-led activities are restrictive in promoting children's independence and, therefore, enabling them to fully develop many other important skills. For example, children are extremely excited to participate in a play dough making activity; however, it is the adult who takes responsibility for the majority of measuring, pouring and mixing the ingredients. Therefore, children do not fully benefit from these practical experiences. However, once the dough is ready for use, children are excited to explore its properties as they mould and roll this substance to create their desired models and shapes.

Children have many opportunities to communicate and share their thoughts during circle time sessions. They discuss the weather and the current season, and later in the afternoon they enjoy a walk to the local park where they are able to observe first hand their natural environment. Children are excited to collect the different coloured leaves and are encouraged to collect at least five leaves to add to their collection. Therefore, staff introduce some counting and problem solving skills.

Children have access to a positive range of reading materials and clearly enjoy story times. However, there are limited visual aids within the environment and particularly within the children's writing area to encourage them to explore their early writing skills; this is also true of children's opportunities to observe numbers within their environment. Children play purposefully within the role play area; they are busy making breakfast as they heat up the food in the microwave and put the toast in the pretend toaster. It is evident that children enjoy these creative opportunities as they play for extended periods demonstrating valuable concentration skills.

Children are cared for in a warm and welcoming environment where it is clear that they feel secure and safe. They confidently approach adults for support and attention; whilst many of the new children enjoy reassuring cuddles from their key person. Children are developing a sound awareness of keeping themselves safe, for example, they learn how to cross roads safely when they are walking to the park. Staff reinforce boundaries as they discuss with children the importance of staying close and always using their good listening skills. Staff promote positive role models to children as they support them to play and work together cooperatively. It is evident that children are learning to respect each other as they begin to understand and value their differences. Children are developing a positive attitude towards healthy eating and staying physically fit. They enjoy nutritious snacks provided by the pre-school, and those children staying all day have healthy pre-packed lunches provided by their parents. Children have daily opportunities to be outside as they move freely out into the garden where they are able to develop their large muscles and coordination, as they ride bicycles and play with a variety of resources, such as balls and hoops, to further develop catching, rolling and throwing skills. Children particularly enjoy large group sessions with the parachute, where they energetically jump up and down and move from side to side. Overall, children are developing many important learning and development skills which help to set some secure foundations for their future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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