

St Clements Pre-School

Inspection report for early years provision

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Inspector Anne Mitchell

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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 Clements Pre-School has been registered since 1996. It is a privately owned group which operates in the church hall close to the local first school. It serves the local community. There is an enclosed outdoor area.

St Clements Pre-school is registered on the Early Years Register, as well as the compulsory part of the Childcare Register. A maximum of 26 children aged from two years may attend at any one time, all of whom may be in the early years age group. There are currently 46 children on roll, all of whom are in the early years age group. Of these, 36 children are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities as well as children for whom English is an additional language. The group is open during term times, each week day, from 08:30 until 12:00.

There are twelve staff who work directly with the children. Of these, eleven hold early years qualifications. The setting receives support from the local early years department.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making significant progress given their starting points. They come into the pre-school with enthusiasm and are eager to learn. Staff provide a highly inclusive environment to ensure the needs of each individual child can be effectively met.

The pre-school's capacity to continually improve is very good because there are rigorous and secure systems in place to monitor the level of care and education.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to provide resources and equipment to support less able children

The effectiveness of leadership and management of the early years provision

Children's safety is paramount in the pre-school. Comprehensive risk assessments ensure children can play in complete safety inside and out. Daily checklists highlight any areas of potential risk and these are addressed immediately. Children are effectively protected from harm and neglect. New and established staff have a confident and secure knowledge and understanding of signs and symptoms of possible abuse, and are clear about the procedures to follow. They attend

safeguarding training on a rolling programme and a safeguarding statement is shared with all parents from the outset.

The co-owners are committed to providing the highest level of care and education for children in the pre-school, and are actively involved in the day to day running of the group, recognising and addressing areas for improvement. Systems to monitor and evaluate the provision are robust. As well as regular staff meetings and the evaluation of each session, the pre-school runs a peer review system, to ensure the quality of care and education provided by staff is of a consistently high standard. Staff meet together to create a 'Learning Journey' for the setting to help assess progress. The pre-school uses external agencies to monitor and evaluate the provision. They have completed the first part of the Healthy Early Years programme and hold the 'Investors in People' award. The setting has recently been accepted to pilot the ECaT project (Every Child a Talker) and is part of the Bournemouth Quality Standards, a local quality assurance scheme.

Staff demonstrate a clear commitment to developing personally and professionally through continued training, and sharing these skills with their colleagues. The staff team's enthusiasm and commitment is infectious, and consequently parents and carers are eager to work in partnership to benefit all the children attending. Resources are well maintained and presented. Children can access creative materials, and other resources safely and independently, although at times, younger children are less able to manage the scissors provided.

The pre-school has developed strong partnerships with other settings and childcare professionals to ensure there is a consistent approach to children's development. There are strong links with the local school, local childminders and health professionals to ensure children are at the centre of their focus. The pre-school has a successful partnership with parents and carers. They are clearly very happy with the level of care and education provided. Parents state that they have lots of information about their children's progress and communication is excellent. They recognise that staff are friendly, helpful and approachable. Parents acknowledge that staff have helped their children significantly with issues such as language and communication, developing relationships and overcoming fears.

Children flourish in this caring, inclusive and stimulating environment. Staff know the children well. If they become upset, staff know their favourite toys or activity and provide these to help them settle. Key words in children's home language are used, and documentation has been translated. Photo cards are used to enable children to communicate with staff and their peers, and they are beginning to use the props with confidence. Children's cultural background is valued and respected.

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

Children make significant progress towards the early learning goals in the inviting and child friendly environment. They are well settled and developing high levels of confidence and self-esteem, which enables them to have a positive attitude and a strong motivation to learn. Staff have a secure knowledge and understanding of

the Early Years Foundation Stage curriculum, and provide children with a broad and varied range of learning experiences. Children demonstrate a strong sense of security within the setting and staff are caring and affectionate, promoting children's emotional development well.

Children make clear choices in their play. They are keen to explore the thick paint and they happily paint their hands to make prints. They talk with the member of staff about how the paint feels, and recognise the colours. Children safely use knives, cutters and rollers as they shape the play dough. They roll the dough into sausage shapes and match them to a laminated card with ten numbered sausages, promoting early calculation skills.

Children participate with great enthusiasm in 'Beat Babies', a dance and movement programme incorporating listening skills, singing, and moving to music. They laugh as they pretend to play the guitar and jump and swing to the music. At the computer, children enjoy listening to the story about a trip to the park or a visit to the doctors, and watch the corresponding photograph appear. This prompts discussion and they begin to predict the outcome. They sit happily with their friends, helping each other when necessary.

Planning covers all aspects of children's development and is tailored to children's individual needs, their interests and enthusiasms. Parents play a significant role in their children's learning, which enhances their opportunities to develop and progress. Children's developmental records provide a clear and comprehensive record of their progress, and the next steps for their development.

Children clearly understand about keeping themselves safe through effective adult reinforcement and through play activities they enjoy. The use of safety props, such as the zebra crossing during bike play helps children to learn about road safety, and staff encourage the careful use of scissors. Children are successfully learning about healthy lifestyles through daily routines and planned activities. They are able to help themselves to a self serve snack time, pouring their water from a dispenser, and choosing and chopping their own fruit. The pre-school's 'Bedtime Bear' is taken home by children as a reward for achievements. Bedtime Bear has a story book and toothbrush, to enable parents to read with their children, and helps the children clean their teeth. Action songs encourage children to use their bodies to move and stretch, warming up first, shaking their arms and legs. Children enjoy daily opportunities to use the garden. Planned projects, such as 'health & bodily awareness' and visitors to the group, consolidate children's understanding about healthy lifestyles successfully.

Staff have high expectations for children's behaviour. Children's behaviour is exceptionally well managed by skilled and experienced staff who are good role models. Children understand the importance of taking turns and helping each other and enjoy an environment of mutual respect.

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	1

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	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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