

# St Peter's Under 5's Pre-School

Inspection report for early years provision

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**Unique reference number**

133990

**Inspection date**

26/11/2009

**Inspector**

Karen Louise Prager

**Setting address**

St Peter's Church Rooms, First Turn, Wolvercote,  
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**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

St Peter's Under 5's Pre-School has been open for over 35 years. It is managed by a voluntary committee made up of parents whose children attend the pre-school. It operates from a hall behind St Peter's Church, in Wolvercote, on the northern outskirts of the city of Oxford. An enclosed outdoor play area is provided. The pre-school reflects the local mixed area of the village of Wolvercote itself and north Oxfordshire.

The pre-school is registered on both the Early Years register and the voluntary and compulsory parts of the Childcare Register. The registration allows for no more than 20 children from 2 years to the end of the early years age group at any one time. The pre-school opens on Mondays, Tuesdays, Wednesdays and Thursdays during school terms. Sessions run from 9am to 12 noon. There are currently 18 children from two to five years on roll. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language. Children attend for a variety of sessions.

The pre-school employs three part time staff, of whom one has an early years qualification at level three. Regular support is received from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate.

Those in charge have failed to take sufficient steps to address weaknesses and are ineffective in driving and securing improvement. The required numbers of qualified staff members are not working with the children. There are ineffective procedures to ensure suitable clearances are carried out on committee members. Also Ofsted is not kept informed of changes to the committee members or nominated person. Children are settled in the provision and they make steady progress in their learning. The staff team work well together and through regular discussions they plan and develop the provision to benefit the children. Staff engage well with children and parents and carers, providing an inclusive and welcoming environment.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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## **What steps need to be taken to improve provision further?**

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare (Suitable people) (also applies to the compulsory part of the Childcare Register)

26/01/2010

To improve the early years provision the registered person should:

- ensure that adult led activities provide sufficient focus, challenge and engagement for all children
- consolidate planning to provide experiences that enable children to make links with their current interests, development and learning
- ensure developmental records are kept up to date.

## **The effectiveness of leadership and management of the early years provision**

Arrangements to safeguard children are inadequate as the provider has not completed clearances on committee members or informed Ofsted of changes to the nominated individual. This means that the provider has committed an offence by failing to notify Ofsted of a significant event that may impact on the safety of children. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

The staff and chair of the committee carry out some evaluation of the provision; however the effectiveness of current leadership in driving and securing improvement is inadequate as they have failed to address identified weaknesses in order to meet requirements of registration. For example, although the manager has a level 3 qualification, the other two members of staff have no childcare qualification. Resources are generally well used to support children's learning. Staff make the environment welcoming and the outdoor space is particularly well used by children. They snuggle under a blanket on the bench to read a story, work together to build a high tower. Children freely move between the indoor and outdoor space. Planning is in place, though not always rooted in children's interest. Staff decide on termly themes based on what they think might interest children, rather than using their observations of children at play and through talking with them. Staff make themselves available to children and support their learning well during the free play sessions to ensure that all children are included. Adult directed times, such as the weekly 'Welly Walk' or the daily group times are not planned adequately to provide the right level of challenge to the children. For example the youngest children clearly show no understanding when asked to identify letters of the alphabet when the member of staff shares a book she has chosen at group time.

The setting has generally positive relationships with parents and carers to meet the needs of all children who attend. Staff are accessible on a daily basis to talk to parents and parents are encouraged sign up to the parent helper rota. The key-workers also send home reports three times a year which ensures that parents are

kept informed about their children's progress. Some effective partnerships have been developed with the local school to promote a smooth transition for those children who will be attending this setting.

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

Children are cared for in a child-friendly environment. Although there are concerns about safeguarding arrangements, children are taught to keep themselves and others safe. They are encouraged to consider their safety when they walk to the local park, or stand on a box to build a tall tower. Premises are kept clean. Children learn why they need to wash their hands before they eat and are helped to do so by staff. Children settle well in the playgroup and are able to freely access a wide range of activities from low level storage and ready set out activities. Staff carry out regular observations and assessments of the children, and come to know children well. However, the recording of these is not kept up to date. Some basic planning of continuous provision takes place, though it does not clearly link to children's current interests, or to the current topic chosen by the staff. Also adult led activities are not planned effectively and do not provide sufficient challenge or engagement for children. As a result progress for some children is uneven. Termly themes are chosen by staff, though staff also respond to children's individual interests. For example, children show an interest in singing a song about the alphabet and some books are read at story time linked to this and a post office role play area is set up to encourage letter writing. However, children are not guided to make a link between these activities and their interest in the song. Children enjoy looking at books with adults and each other in a cosy seating area. They enjoy wearing dressing up clothes as part of this play. Children start to solve problems for themselves, such as when they want to build a tall tower with the large blocks. They know they need to get higher and, with adult support, are able to find a wooden box to stand on.

The suitable accessibility of resources, such as aprons, Wellington boots and coats enables children to start to care for themselves. Children develop their love of the outdoors when they are given daily opportunities, whatever the weather, to play outside. They learn to dress appropriately for the weather putting on coats and boots when it is raining and staff are available to assist where necessary. Children take an active role with tasks, assisting with clearing up after their play, and finding their own name, plates and cups at snack items. They are reminded to say please and thank you. Staff act as appropriate role models and encourage children to be caring towards each other. When using wheeled toys in the outdoor area children are asked to be mindful of others using the path. Children carefully negotiate their peers and other obstacles and demonstrate they are learning appropriate behaviour. Children are encouraged to talk and communicate, both on a one to one basis and in whole group situations. Through the support of staff children feel increasingly confident to do this.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitable people) 26/01/2010
- ensure Ofsted is informed of changes of circumstances as soon as possible (no later than 14 days after the change occurs) (Providing information to Ofsted) (also applies to the voluntary part of the Childcare Register) 17/12/2009
- ensure Ofsted is informed of any change to the name, address or telephone number of the registered person and of any significant event which is likely to affect their suitability (Changes to people) (also applies to the voluntary part of the Childcare Register) 17/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitable people) 26/01/2010
- take action as specified in the compulsory Childcare Register section of the report (Providing information to Ofsted) (Changes to people) 17/12/2009