

St Nicholas Pre-School

Inspection report for early years provision

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Inspector

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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. Nicholas Pre-School has been established since 1962 and was registered in 1993. It operates from the church hall and is situated in the Copnor area of Portsmouth. The pre-school has charity status and is organised by a voluntary management committee. The day to day running of the group is the responsibility of the pre-school leader. A maximum of 48 children may attend the pre-school at any one time. The pre-school is open each weekday from Monday to Friday from 9:15am to 11:45am and Tuesday, Wednesday and Thursday from 12:30pm to 3:00pm, term-time only. The setting is registered on the Early Years Register.

There are currently 65 children aged from two years to under five years on roll. Of these, 51 children receive funding for early education. The pre-school is able to support children with special educational needs. The pre-school employs 14 members of staff. Of these, 13 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a fully inclusive setting; the staff's knowledge of the children ensures that all children are fully included and their individual needs met. Children are offered a wide range of interesting and worthwhile activities that support their good progress towards the early learning goals. Staff meet regularly to monitor their practice and will identify any changes that are needed that will benefit the children.

What steps need to be taken to improve provision further?

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

- review the organisation of the daily routine to ensure there is time for children to concentrate on activities and experiences and to develop their own interests
- continue to develop the methods of recording and assessing children's achievements, sharing this information with all staff to extend children's learning
- further develop systems to liaise with other providers delivering the EYFS for children to ensure progression and continuity of learning and care

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding; staff ensure that the environment is safe for children. There is an effective recruitment procedure to ensure that only people who are suitable to work with children are appointed. Students, new staff and volunteers are given an induction which covers all aspects of the children's

safety. All members of staff have a first aid certificate ensuring that if a child were to have an accident they would be treated immediately and correctly. Staff are vigilant at arrival and departure times ensuring that the children are fully supervised until they leave the building. All staff are aware of the procedure to follow if they had concerns about a child in their care. Staff are fully aware of the range of policies and procedures that are in place to support the practice of the pre-school.

Staff evaluate their practice regularly; they discuss and record what works well and what needs to be improved. They have improved the provision by employing more staff enabling them to offer a high staff to child ratios, which allows staff time to carry out their observations. Staff have attended training to support learning outdoors in preparation for when they have an outdoor area to use.

The environment is child friendly and welcoming; there are commercial posters supporting the children's learning and displays of children's work giving them a sense of belonging. The rooms have been thoughtfully arranged to maximise the space giving the children defined areas of learning with the relevant resources in place to support their learning. Staff display the resources, the children are able and are encouraged to select for themselves during their free play sessions from the wide range on display each day. However, the organisation of the session limits the time the children have for free choice. Children are introduced to the world around them through routine and incidental activities. They are made aware of the wider world through resources and planned activities which give them an understanding of differences. Children attending with additional learning needs are well supported; staff work with other agencies if needed to create individual learning plans to ensure that the child is fully supported in their goals.

The pre-school has effective communication with some of the children's other early years providers, which supports the children's learning and care, however, this has not yet been fully developed to include all other providers. Partnership with the parents is a strength of the pre-school. The parents are kept aware, both verbally and through notices and newsletters, of the experiences their children are having each day. They are aware of the records kept on their children and are asked regularly to meet with their child's key worker to discuss their child's progress and next steps, enabling learning to be continued at home. Parents are very supportive of the pre-school and value the care and education their children are receiving; they state that their children love coming to the pre-school.

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

Children are happy and enjoy coming to the pre-school. Staff's interaction and knowledge of the children enables children to make good progress towards the early learning goals. All staff have a good understanding of the national curriculum and how children learn. General plans are made to ensure that all areas of the curriculum are covered. Children's key workers use the observations made on their group of children to plan worthwhile activities that enable children to consolidate and progress in the small group times. This information however, is not shared

with all of the staff to ensure that whoever is working with the child during free play can consistently promote their learning. The staff deployment and high staff to child ratios ensure that staff are always at hand to sit and interact with the children.

Children are interested and motivated in the activities on offer; they are confident to try new things and are well supported by the staff. They learn through their play, and staff are skilled at asking open-ended questions encouraging children to think for themselves and contribute their own ideas. For instance they stack shoe boxes up as high as they can and measure themselves against it, a member of staff discusses using mathematical language about height and size, they are then encouraged to discover for themselves how they can make themselves reach the top, some standing on tip toe, others get other resources to stand on to reach.

Children's language and literacy skills are encouraged throughout the session, they look at the letter of the week and the sound it makes, and children proudly show what they have brought in starting with the sound. They are encouraged to use writing for a range of activities, from writing lists in the role play area to making a mark or naming their work. Children enjoy using the range of books, sometimes sitting quietly reading to themselves or to their dolls or friends or in small groups. Staff are available to read stories to the children during the free play sessions; in addition there is a group story time each day.

Children have many opportunities to use their imaginations; they concentrate and persevere whilst making models using a range of collage materials, they plant flowers and make arrangements in the garden centre and care for their babies in the role play areas. They use their senses as they try to manipulate the clay, adding water to soften it to make models such as aliens. Children have access to the water play, and painting and drawing easels each day.

Children feel safe with in the pre-school; they know the routine of the day responding immediately when they hear the music for tidy up time. They practise the evacuation procedure ensuring they know what to do if a real emergency arose. They are confident to talk to staff if something goes wrong knowing that they will be listened to and helped.

Children are encouraged to become independent in their self-care skills. They are encouraged to wash their hands at appropriate times. They pour their own drinks at snack time and during the sessions. They have undertaken activities about healthy lifestyles and there are posters around the room showing children undertaking healthy activities. Although there is no garden at present for the children to access they have access to outdoor type equipment to play on indoors each day such as trampolines, tunnels and climbing frames.

Children behave well. Children respond well to the clear boundaries for behaviour, they play socially and harmoniously with their peers by sharing and taking turns. Any behaviour issues are easily dealt with by the skilled staff who intervene quickly before any issues arise. They use their manners at snack time, thanking the child who has collected the food from the main table. They respond well when reminded

of the rules such as not running and they sit quietly listening to each other at, for instance, circle time.

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	2
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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