

# St. Matthews Pre-School

Inspection report for early years provision

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**Unique reference number** EY282247  
**Inspection date** 18/01/2010  
**Inspector** Shaheen Belai

**Setting address** St. Matthews Church, Vaughan Road, London, E15 4AA

**Telephone number** 0208 503 0014

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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 Matthews Pre-School registered in 2004 and is operated by the Pre-School Learning Alliance (PSLA). The pre-school operates from a hall within St Matthews Church. The pre-school is situated in Stratford, within the London borough of Newham. A maximum of 30 children may attend the nursery at any one time. The pre-school is open each weekday from 9:00am to 3:30 pm, offering part-time and full-time sessions, term-time only. Part-time sessions operate from 9:00 am to 12:00 noon and 12:30 pm to 3:30 pm. The pre-school operates from the main hall and has access to toilets and associated facilities. An outside play area is accessible for use at the side of the premises.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school, at any one time. There are currently a total of 25 children on roll aged from two years to under five years. The pre-school currently supports a number of children who speak English as an additional language.

There are eight members of staff including the manager, six of these work full-time with the remaining two working part-time. All of the staff hold early years qualifications to National Vocational Qualifications (NVQ), levels 3 and 4. The manager is currently working towards completing a degree in Early Childhood studies.

The setting provides funded early education for three and four-year-olds. The setting receives support from the local authority and from the Pre-school Learning Alliance (PSLA).

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

Overall the quality of the provision is outstanding.

The staff work exceptionally well as a team to support the children and ensure that their learning and development is promoted extensively, as they access an exceptional range of varied activities and resources. Staff have an in-depth knowledge of individual children's development and the Early Years Foundation Stage (EYFS), and this is implemented effectively in the organisation of the pre-schools sessions. The staff form strong relationships with parents to enable them to be kept informed and contribute to their children's ongoing development. Children are safe at all times and this is supported with staff attending relevant current training to safeguarding children. Management has a comprehensive range of methods in place to monitor and evaluate all areas of practice for identifying strengths and weaknesses, therefore continuous improvement is maintained.

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

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

- continue to update children's profiles, identifying the next steps in children's learning and development.

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

Staff have a secure understanding of safeguarding children and they are fully aware of their role and responsibilities in acknowledging procedures to protect children. Children are safe as detailed risk assessments are carried out by all staff, staff have a good understanding of first aid procedures and health and safety procedures. Children receive high levels of supervision and the high ratio of staff is deployed efficiently throughout the pre-school setting. Additional practices contribute to children's safety. For example, a visitor's record is maintained, children are only released into the care of known adults, unvetted adults are closely supervised and robust vetting procedures ensure that all staff are suitable to work with children.

The setting uses a comprehensive range of methods for self-evaluation, this leads to clear identification of the pre-school's strengths and weaknesses. This allows staff to work as a team to address any weaknesses, such as ensuring recommendations raised at the last inspection have been fully met. For example, structured story times have been removed from the routine to ensure children develop an interest in books more positively and systems for evaluating children's learning are fully established. The pre-school has been pro-active to assess the practice of the service and has achieved the Sheffield Quality Kite Mark in 2008, has achieved the full three stars for healthy eating as part of the local authority initiative and respond positively to parental feedback from questionnaires that are sent out periodically. These systems contribute to maintaining a high level of care to children and parents and assess the service robustly. The setting have evaluated the use of the premises and have strived to ensure all areas are used to their full potential, they have identified the lack of not having a free-flowing outdoor area. This has initiated staff to develop the resources and ensure the outdoor area is equally used along with the indoor area, whereby children participate in a wide range of physical activities. A comprehensive range of policies and procedures are in place and staff ensure these are reviewed at regular team meetings, to reflect change in practice, reflect the effectiveness and ensure it reflects their pre-school setting. Effective procedures are understood and followed by the staff for addressing accidents and for administering medication to children, this ensures that children's health is supported.

Inclusive practice is promoted very well, with staff having sought in-depth information from parents and ensuring they are treated as an individual. Menu planning and cooking activities include a wide range of food from various cultures, the celebration of community festivals, planned activities and resources significantly support children's identities and views of others positively. Key workers ensure each child is settled into the pre-school gradually, based on children as individuals. The settling in period is used for the key worker to gain all relevant and required information from parents, this includes an in-depth 'Initial

Child Profile'. This allows for the key person to identify children's starting points and background information that will enable the key person to plan activities and resources to reflect the child's learning needs and identify individual needs.

Partnership with parents and other agencies is given priority and this enables the children to benefit. Parental feedback about the pre-school's practice is highly positive, with comments made about the range of learning the children achieve from attending the setting. Parental involvement is encouraged and welcomed greatly. For example, parents assist with shopping for the children's snacks, contribute their time to come and read to the children and share skills and experiences about their culture or religion. Daily informal feedback keeps parents informed about their children's progress and well being, in addition, formal parent sessions ensure parents are continuously kept involved about their child's learning and development and allows for them to discuss their views. Management has set up a very good system to liaise with the local school where the majority of children move onto. This allows for older children to visit the school beforehand with pre-school staff as well as have the staff and some of the children from the school visit them in the pre-school. This enables children to develop familiarity for the change of transition from pre-school to school and ensures relevant information is shared via their individual profiles.

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

Staff have a very secure understanding of the Early Years Foundation Stage (EYFS), the six areas of learning and the early learning goals. Children accomplish to make progress as they are provided with an immense range of quality resources, stimulating activities and planning is substantially based on the key person's knowledge of the children they are responsible for. Systems are in place and on-going assessment reflect the positive progress achieved by the children. For example, staff use a balanced range of written observations, photographs, video's and samples of children's work. Staff demonstrate a full and detailed awareness of children's stage of development and the next stage of development being promoted through planned activities. The next steps of development on the main are reflected in children's written profiles, though in a small number of evaluative observations this is not clearly identified. Children are very vocal as to what they are learning, what they wish to play with or express their opinions and choices about activities. The low storage with clear identifiable labelling promotes their development and gives them more opportunities to make choices in their play or extend activities they are engaged in. Children present exceedingly high levels of concentration and spend their time engaged in purposeful play. Staff are deployed well and interact with children skilfully, they play alongside the children, observing their progress or engage in activities if children wish for this.

Children's behaviour is very positive. There are little or no issues of unacceptable behaviour and this is supported strongly by staff who ensure children are engaged in activities, receive high levels of adult attention and provide positive feedback for children's good behaviour and achievements. Children play together with peers in harmony and are very happily occupied. It is evident that children feel safe in their

surroundings, with their peers and with staff. For example, they eagerly settle into play on arrival and move with great confidence both indoors and outdoors. Children relate with fondness to photographs of themselves participating in activities and work displayed in relation to the extensive range of festivals celebrated. Children have a significant understanding of healthy eating, this is supported by the independent choices they make at snack time, cooking activities, gardening activities and staff re-enforcing the message positively.

Children's language development is fully supported and staff have implemented the use of the 'Every Child A Talker' (ECAT) programme, to ensure all children receive support and opportunities to promote their language and communication skills. Children with English as an additional language are fully supported by staff, as they speak a wide range of community languages or have systems to ensure children are able to communicate in their own language and be understood. The book areas both in and outside the premises are cosy and welcoming, with a varied and rich range of books to reflect all areas of learning. In addition, the children have access to books throughout the setting to support specific learning in relation to activities provided. For example, in the role play area and mark making area. Children visit the local book library to extend their interest in books and the introduction of 'book bags' to take home allow for parents to support language development. Older children are skilful in using their name cards or are independent to label their work. This is further supported with the range of opportunities available for mark making throughout the setting.

Children flourish in their skills of using information technology. They are competent in using the mouse to complete educational programmes on the computer. In addition, children skilfully operate digital cameras, video cameras, printers, digital photo frames, 'walkie-talkies' and electronic devices whereby children have to programme directions to allow the device to move. Children use binoculars in the garden to observe their habitat, handle wind chimes and mobiles to explore their movement and participate in a range of gardening activities throughout the year.

Children's imaginative and creative skills are promoted to a high level. The role play area is adapted regularly, such as the hospital, post office or garden centre. Children have a wide range of props to support their ideas and experiences in the area of role play. The range of mediums, 'messy play' and creative activities children participate in is vibrant and extensive. For example, children play with 'gloop', corn flour, free painting, printing, sand, water, saw dust, glitter and sand, modelling and collage materials. Children are confident to name and match colours and they have opportunities to experiment to mix colours.

Children enjoy building with a range of construction materials, this includes bricks, connecting links and those allowing for the use of gears and levers to move parts once constructed correctly. Children use a wide range of tools to ensure their fine motor skills are promoted, such as scoops, brushes, spoons, rolling pins, cutters. The large equipment children use fully supports the physical development of children and allows for children to take risks safely. For example, as they learn to climb, balance and run around obstacles. Children participate in games to support their learning of rules, turn taking and team work, such as musical chairs. Children learn about the affects of the weather. They are detailed in recalling the recent

snowfall and how they explore the local environment. They visit the local park and local shops where they purchase items for regular cooking activities. Children learn to keep themselves safe, as staff regularly plan activities for learning about road safety. They know the importance of being attached to the 'Walkodile', the harness that keeps them safe when out in the community and about not engaging with strangers in and out of the pre-school.

Children have plenty of opportunities to develop skills and the understanding for problem solving. Children have a good understanding and are confident to recognise different shapes within the surrounding, most children can count confidently to ten and beyond. Simple addition and subtraction is introduced by staff skilfully using props to encourage children to problem solve. Children have access to a wide range of puzzles, shape sorters and grading materials. They learn about volume and weights as they use containers and scoops in their creative activities as well as participating in cooking activities.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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