

St Margaret's Pre-School

Inspection report for early years provision

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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 Margaret's Pre-School registered in 1983. It is run by a voluntary management committee and operates from the church hall within the village of Laceby, North East Lincolnshire. The pre-school mainly serves the local community. There is one main playroom that children use with adjacent kitchen and toilet facilities. There is an enclosed soft-surfaced area available for outdoor play. The pre-school has places for 26 children aged from two to five years. There are currently 46 children on roll. The pre-school is registered on the Early Years Register. Children are welcomed and supported who have special educational needs.

The pre-school is open from 9am to 12 noon, Monday to Friday for older children and from 12.45pm until 3.45pm every afternoon, except Wednesday, for younger children, during term time only. Children may stay for a packed lunch if parents wish. There are six staff employed at the setting, of whom four hold a recognised childcare qualification. The pre-school receives the support of the North East Lincolnshire local authority and is a Pre-School Learning Alliance accredited setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well organised environment. Warm and caring relationships are evident between children and adults of the setting. This means that adults know children well and strive hard to meet their individual needs. Children make good progress in their learning and development, including those with additional learning requirements. Partnerships with parents, other providers and professional agencies make a strong contribution to children's achievements and well-being. Adults of the setting have a positive attitude towards continual improvement. They have successfully addressed recommendations following the previous inspection and use self-evaluation to reflect on their practice. As yet, parents and children have not made a contribution to the vision for future plans for development and improvement.

What steps need to be taken to improve provision further?

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

- develop systems of planning, observation and assessment to identify next steps in learning and plan for children's individual needs, including those who require additional challenge
- improve children's access to the computer
- consider effective ways in which parents and children can contribute and be meaningfully involved in the setting's self-evaluation process.

The effectiveness of leadership and management of the early years provision

The premises are safe and secure and good monitoring systems ensure children are well protected at busy periods, for example, at arrival and collection times. Systems for checking, monitoring and risk assessing are established and children are helped to understand about being safety conscious without being fearful. Parents are helped to understand the procedures in place to ensure that children are kept safe. Safeguarding regulations and duties are met and staff have received suitable training to have the skills and expertise required to protect children and identify potential risk.

Care is provided for children within a calm and caring environment. Staff are well deployed around setting to support children's learning, development and well-being. For instance, children who get upset when they arrive are quickly calmed and adults work alongside children to consistently maintain high levels of supervision and interaction. Each session runs smoothly and effectively within a flexible routine. Despite shared use of the building, the environment is conducive to learning and children are able to benefit from walks and visits to places of interest within the local community and outdoor learning experiences.

The setting values the contribution made by parents, other providers and professional agencies as partners. For example, parents are invited to share in the learning experiences of their children and are warmly welcomed as volunteer helpers at the setting. Very good working practices are established with the local school the majority of children will attend. This means that the transition period takes place effortlessly and with as minimal disruption for children as possible. For those who might find the transfer to school upsetting, the pre-school has considered effective ways to reduce how vulnerable or uncomfortable children might feel and help them to overcome barriers.

Systems for planning, observation and assessment are, in the main, successful. Children are provided with an interesting range of activities to help them make good progress in all areas of learning as they move towards the early learning goals. Each child is provided with an individual folder that contains information charting progression. This is made available to parents. Not all assessment is evaluated, which means that limited information is shared regarding how children will be enabled to progress onto the next stage in their learning. Although adults are very aware of the capabilities of children, planning does not always reflect how the more-able children will be provided with sufficient challenge to encourage learning to be extended.

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

Children are observed to be happy and content. They play well together and independently and are able to share and take turns. Many children show skills of collaboration, negotiation and cooperation. Their behaviour is good and they are

beginning to show a developing awareness of taking responsibility within the setting. Progress in communication, literacy, numeracy and skills relating to information and communication technology is developing well. The computer that children use is, however, placed on a desk that is high for them to access or use easily. Children benefit from being provided with opportunities to engage in a good balance of adult-led or child-initiated activities. Adults present children with innovative ideas to assist them to make choices and decisions regarding those resources that are not readily available.

Through role play, music, books and a varied range of art and craft activities, children are able to express themselves and foster their creativity. This is further enhanced by children performing a Christmas nativity for their parents and family members. They are confident to demonstrate their 'acting' abilities and remember and sing unfamiliar songs, some which are quite complex. Throughout the year different celebrations, traditions and events are acknowledged, enabling children to learn about the cultures and beliefs of others.

A café-style snack system in operation means that children can access refreshment when they wish. They are provided with healthy options to eat, such as cheese and crackers, and fresh and dried fruit. Good access to drinking water is available and, combined with physical exercise, indoors or out during the session, helps children to understand what constitutes a healthy lifestyle. Some children display high levels of confidence as they introduce themselves to visitors, find their name easily, begin to recognise letter sounds and even recite their address accurately. Children play an active role in their learning and show desire to explore, experiment and investigate. This means they are well equipped with skills necessary in order to secure 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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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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