

St Nicholas Pre-School

Inspection report for early years provision

Unique reference number	EY315320
Inspection date	12/11/2009
Inspector	Margaret Baines

Setting address	Squires Gate Football Club, School Road, Blackpool, Lancashire, FY4 5DS
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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 is registered under a named provider who is also the manager of the provision. It has been registered since 2005 within the existing premises and prior to this had been registered since 1996. The pre-school is registered on the Early Years Register. It is situated in Blackpool and is next door to St Nicholas Primary School.

The setting occupies premises within Squires Gate Football Club and children have access to facilities which comprise of the one playroom with adjacent toilets and kitchen. There is an outdoor area situated at the rear of the building and a grassed area within the football pitch plus a grassed area at the end of the football pitch in the grounds of the setting.

Registration is for a total of 20 children aged two to five years. Opening times are from 8.00am to 3.15pm each weekday during the year apart from Easter, Christmas and summer holidays. There are currently 29 children on roll who attend for a variety of sessions throughout the week. Including 15 children aged three and four who are in receipt of nursery education funding. There are no children currently attending who have special educational needs and/or disabilities. There is one child who attends for whom English is an additional language.

The staff team of six is led by a qualified and experienced manager. All staff are qualified in childcare to NVQ Level 3. The setting receives advice, training and support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a welcoming environment, where staff use their knowledge of children's individual needs effectively, to promote all aspects of their learning and welfare. Children are kept safe and develop good relationships with the staff. A good range of activities and resources help children to make good progress in relation to their age and ability. The management team has a clear understanding of the setting's strengths and has identified areas for improvement through meetings and targets. However, the self-evaluation document has yet to be completed to identify future areas for improvement. Documentation is clear and effective. Partnership with parents and others is good and contributes very well to ensuring all children are valued, treated as individuals and have their needs met.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to reflect on practice in order to maintain continuous improvement

- continue to promote equality of opportunity by providing examples of positive images to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion.

The effectiveness of leadership and management of the early years provision

The registered provider and the staff team place a strong emphasis on safeguarding and make sure children are protected whilst in their care. There are in place robust safeguarding policies and procedures which are effectively implemented by staff, who understand their role and responsibility with regard to ensuring children are safeguarded in this setting at all times. A detailed set of policies and procedures ensure the smooth running of the setting. These are available for parents and staff. Recruitment procedures are rigorous to ensure children are cared for by suitable persons. Staff's ongoing suitability is addressed through induction procedures, probationary periods and annual appraisals. Detailed risk assessments and health and safety practices ensure children are safe indoors, outside, and when on outings in the close locality. Safety equipment and procedures ensure the safety of children on the premises and during arrival and collection times.

The registered provider has attended to recommendations raised at the last inspection. As a result, the outcomes for the children have improved. The registered provider supports staff's personal development to ensure children are well cared for by staff who are qualified practitioners. Staff demonstrate they are clear about their roles and responsibilities and work effectively as a team and are committed to improving their knowledge and everyday practice by attending training sessions. They share information gained on training with colleagues to ensure that all benefit from any training that takes place. The registered provider is aware of the strengths of the setting and the areas for improvement through discussion and feedback from staff. Although at present the self evaluation document has not been completed, therefore parents and other professional's views have not yet been included in the process to drive further improvement. Planning for children's learning and development is driven by observations and assessments to meet individual children's needs. Consequently children enjoy a curriculum that is fun, varied, inclusive and covers each area of learning effectively.

The setting has established positive relationships with parents and carers, ensuring each child's needs are met effectively. Parents confirm that they are kept informed about their children's achievement, welfare and development. For example they are invited into the setting to discuss with the key worker their children's progress and to view their learning journeys. Staff encourage parents to provide information about children's learning at home and this is developing. This effective liaison contributes to children's progress and ongoing development.

The setting has established links with other educational settings children will

attend, for example the schools that the pre-school children will go onto. This enables the smooth transition into the local schools for the children. Children are effectively supported by staff. The learning environment is accessible, inclusive and welcoming. For example, a member of staff meets and greets children as they enter. The staff effectively promote equality of opportunity and work with parents and other agencies to support children's diverse needs. For example, children with additional needs are supported to ensure they develop and enjoy their learning. Children's work is displayed and resources are accessible to aid independence, choice and decision making. Activities are planned that share our wider world with the children. However at present there are few examples that portray this aspect of the curriculum displayed in the setting to further enhance children's understanding of difference and diversity in our wider world.

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

Children are happy and developing their confidence as they enjoy their time in the pre-school. They benefit from the care, activities and play opportunities provided by qualified practitioners who have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. The key worker system ensures children form strong attachments with people who know them well and are conscious of their individual needs to support them to achieve effective outcomes. Staff help children prepare for life by providing a balance of child initiated and adult led activities that help children develop a positive attitude to learning from the beginning of their time in the setting. Children play in a spacious room with outdoor play available. Resources are easily accessible from containers in low level storage units within the areas of continuous provision. Children make good progress towards the early learning goals. Staff monitor children's learning through observation and assessment. Planning is organised around children's interests and staff identify the next steps in their learning. There is in place a robust system to accurately track children's progress towards the Early Learning goals.

Planning allows for the spontaneous occurrence, for example children's interest and excitement in a sudden snow fall or the decision to follow a nature trail. Staff constantly monitor the environment and routines to ensure all children are included and their individual needs are met. Children show a sense of achievement as the staff constantly praise them for their efforts. They behave well as they play together or take part in social activities, such as circle time. Staff are clear about what is expected of the children as they learn, for example to sit quietly at circle time and listen to each other. Learning experiences are promoted in everyday activities and routines. For example, children are encouraged to count and recognise letters. Children have fun and enjoyment. They enjoy mark making and creative activities. Children learn about number, shape and colour as they play.

They use their name card to self register and practise the formation of letters and the sound it makes. Children competently use tools to create their pictures. They use rolling pins and cutters as they make shapes with the play dough. Their creativity and imagination are developed effectively. Children access construction

materials, such as bricks and building resources. They complete jigsaws and enjoy matching games. Children enjoy listening to stories and singing rhymes. For example, they are learning their Christmas songs to prepare for the festive season. Staff skilfully extend children's learning by challenging them and using open ended questioning. This encourages children to think for themselves and promotes language and communication skills.

All children develop a positive attitude to being active and undertaking daily physical activity, when weather permits in the outdoors. They enjoy playing team games and running in the outdoor area. Staff support children in all activities, constantly praising them, boosting self-esteem and confidence. As a result children develop a strong sense of security. They are confident in the company of adults and self-assured. Children are developing their understanding of the importance of healthy living, hygiene practices and healthy lifestyles. Staff encourage independence and self help skills in everyday routines. Children help themselves to a drink, they wash their hands at appropriate times of the day.

Children learn safe practices when out walking and the fire drill is practised regularly. Children enjoy sitting together to eat their healthy snacks and their lunches. Lunches are provided by parents, are stored appropriately and lunch time is a very social occasion. Staff discuss healthy suggestions for lunch boxes with parents to promote healthy eating. The learning environment is welcoming, inclusive, accessible, safe, and adapted to meet individual needs. Children's understanding of difference and diversity is suitably addressed although not many examples of other cultures are displayed at present. Planning and photographic evidence shows how the setting celebrates festivals and special events. They ensure children learn to value and respect each other's similarities and differences, and develop an understanding of our wider world.

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	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

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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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