

St Philip's Pre-School

Inspection report for early years provision

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Inspection date	14/01/2010
Inspector	Kathleen Snowdon

Setting address	St Philip Neri Playgroup, The Cottage, Ellison Road, GATESHEAD, Tyne and Wear, NE8 2QU
Telephone number	0191 461 1700
Email	philipspreschool@talktalk.net
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
W: www.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 Philip's Pre-School was originally registered in 2007 and re-registered in 2008 because of new directorship. It operates from a single-storey detached cottage situated in the grounds of St Philip Neri Primary School in Dunston, Gateshead. Opening times are Monday to Friday, in term time only, from 8.45am to 11.45am and 12.15pm to 3.15pm; wrap around care is also offered at lunchtime. Children are accommodated across two rooms and have access to a fully enclosed outdoor play area. The group is on the Early Years Register and can take a maximum of 20 children at any one time. It supports children with special educational needs and children who are learning English as an additional language. There are currently 20 children on roll and four members of staff, all of whom hold appropriate qualifications. The group is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The inclusive and effective care, support and education children receive during their time in the group promotes their welfare and enables them to make very good progress in their learning and development. Recommendations and actions made at the last inspection have been addressed, self-evaluation and partnership working are productive and staff are committed, conscientious and hard-working. Consequently, the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- extend the support offered to children learning English as an additional language, for example, by creating an environment rich in signs, symbols, notices, numbers, books, music and songs that reflect their home, cultural and linguistic backgrounds.

The effectiveness of leadership and management of the early years provision

Safeguarding is good. Robust recruitment arrangements ensure that adults who work with children are fit to do so. Staff have sound understanding of child protection procedures and carry out thorough risk assessments to minimise the likelihood of accidents. Staff teach children how to keep themselves safe, such as practising fire drills and road safety routines with them; this raises children's awareness of, and helps them to deal with, potentially dangerous situations.

Documentation is very well organised, readily available, stored securely on site to protect confidentiality and amended as soon as changes occur to keep it up to date and accurate. All essential records are in place. Parents and staff are aware of

these and are clear about their roles and responsibilities. The registration and public liability certificates are prominently displayed allowing parents and other interested parties to scrutinise them should they wish to.

Partnership with parents is good. They receive very good quality written information before their child attends and, thereafter, daily discussions with staff and a daily diary system keep them very well informed about their children's experiences and progress. Parents have highly positive views about the service. They say it is 'great' and think that it has helped their children gain confidence and important social skills. They describe staff as 'friendly, caring and positive' and they particularly value the sensitive and realistic guidance they give the children.

Other partnerships are effective too, such as the strong links with teaching staff in the host school, which eases children's transition into formal education. Staff work well as a team. They make good use of self-evaluation and hold regular staff meetings to identify areas for improvement. They are committed to ongoing professional training; recent courses include child protection, first aid, letters and sounds, and a safe recruitment workshop.

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

Staff make perceptive observations and assessments to establish children's starting points and abilities. They have insight into the needs and interests of individual children, which they have gained through forming secure and affectionate relationships with them. These factors enable staff to plan activities that all children, including those with special educational needs, can participate in and which offer lots of scope for children to have fun and enjoy themselves. Plans cover all areas of learning and show how staff will be deployed and which resources are needed.

Resources are plentiful, developmentally appropriate and easily accessible so that children can initiate play of their own accord. The very good support that all children receive from staff increases their propensity to learn and helps them to make good progress towards the early learning goals. Routines are well balanced and the environment overall is bright, warm and welcoming. However, there are too few signs, symbols, books, music or notices reflecting the home, cultural and linguistic backgrounds of children learning English as an additional language.

The children have good opportunities to learn about words and to develop their communication skills. For example, at lunchtime they talk and listen to their peers and adults. They express opinions about their likes and dislikes and they clearly enjoy looking at books, which promotes their literacy development. The children are very well-behaved and show their increasing self-control when they form orderly lines to move from one place to another. They celebrate festivals, such as Christmas, Chinese New Year and Divali, and learn to respect diversity as a result.

Daily outdoor play means that the children benefit from fresh air so they stay alert and refreshed. They learn about the importance of personal hygiene through

practical routines, such as washing their hands before eating or after using the bathroom, and they develop healthy tastes and preferences by eating fruit based snacks and balanced meals. As well as this, the sensible sick children policy helps to contain the spread of common illnesses. These positive early experiences give children a good start in life and help them to achieve future economic success.

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

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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