

Small Saints Pre-School Kids Club and Holiday Play

Inspection report for early years provision

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Inspection date	17/11/2009
Inspector	Anne Barnsley
Setting address	The Chase, High Street, Holbeach, Lincs, PE12 7ED
Telephone number	01406 422358
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Small Saints Pre-school opened in 1985. It is a committee run provision which is also a registered charity. It operates from the former infant school in Holbeach, Lincolnshire. It is a single storey, extended building which is accessed at ground level. Parking is available in an adjacent public car park. The provision has three rooms for the pre-school and a self-contained room for the out of school provision. There is an office for the administrative side of the service. Each room has an outdoor area in addition to both a large, communal play area with apparatus and an environmental area. The children are drawn from the local and surrounding rural area. It is open throughout the year, except for a two week period over Christmas and bank holidays, from 8.00am to 6.00pm.

The provision is registered to offer care for up to 78 children aged from two to under eight years of age. All 78 children may be in the early years age group and attend the pre-school provision. There are currently 155 children on roll, this includes 95 funded three-year-olds. The pre-school is open daily and children attend a variety of sessions. Morning sessions run from 9.00am to 11.30am and afternoon sessions from 12.30pm to 3.00pm. Children attending for the full day bring a packed lunch. The setting also provides an out of school service and during term time 32 children may attend from 3.00pm until 6.00pm and during the holiday period 48 children may attend from 8.00am to 6.00pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs 24 staff, of whom 22 staff work directly with the children and the other two staff have administrative responsibilities. There are two relief staff available to provide cover in the event of absences. All staff except three have relevant childcare and education qualifications. The manager has a foundation degree, two staff have completed Level 4 qualifications and all other staff have a Level 2 or 3 qualification, or are working towards achieving one.

The setting represents children with special educational needs and/or disabilities and children who speak English as their second language. The setting works in partnership with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure in an inclusive environment that fully respects their uniqueness. Staff know children extremely well and work very closely in partnership with parents and other professionals to ensure children reach their full potential. Resources are wide and varied and mostly cover all areas of learning to a high standard. Children's safety is promoted effectively by staff and children learn well about this in most respects. Reflective self-evaluation is used to identify areas for improvement and these are prioritised effectively and driven forward to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- take reasonable steps to ensure that hazards to children are kept to a minimum and help children to develop their understanding of safety, with reference to sweeping up loose sand indoors
- provide more natural resources indoors to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Effective steps are taken to safeguard children because staff have a clear understanding of their duty to protect children from harm. Many staff have completed child protection training and all staff are familiar with the indicator signs that would alert them to a child at risk. A rolling training programme is in place to ensure that those staff who have not completed safeguarding training do so at the soonest opportunity. The setting has a comprehensive safeguarding policy that is shared with parents to keep them informed of the setting's commitment to keep their child safe. The setting has completed risk assessments of the environment, resources and outings and has effective safety measures and procedures in place to minimize hazards and eliminate risk. All adults who have regular contact with children are vetted to ensure their suitability to be in close proximity to children and all new staff undergo an appropriate recruitment and selection process. Furthermore staff supervise children well to ensure they are safe and well-supported. The environment is safe and secure and children demonstrate a feeling of well-being and security during the session.

Leaders and managers are committed to seeking further improvement. They use self-evaluation to reflect on the effectiveness of the setting and to prioritise improvements. They acknowledge the weaknesses and implement and prioritise those things that have the biggest impact on the children. Since the last inspection the recommendations that were made have been met and many other self-identified improvements have been made. The most significant of these are to the outdoor area where canopies have been fitted to each area so that children can play outdoors in all weather. Rain capes and wellingtons have been purchased so that children can really enjoy these experiences. Large apparatus has been erected on the field to add dimension and more challenge to children's physical learning and a soft surface has been fitted to one outdoor area for added safety. In addition to these improvements, the interior of the building has been redecorated throughout; new safety flooring has been fitted to one playroom and the kitchen has been refurbished. An improvement plan is in place which details ongoing improvements. This shows the commitment of the setting to drive forward and sustain improvements for the children. Future plans are likely to continue to bring about improvement to the provision. Staff and managers are all involved with evaluating the service and the views of parents are sought through questionnaires.

Staff are highly motivated and enthusiastic. They all consistently develop their skills and knowledge and participate in appraisals and ongoing training.

All policies, procedures and records that are required for the safe and efficient management of the setting are in place and are comprehensively maintained. They effectively ensure that children's welfare and health are protected. Staff have appropriate first aid qualifications and can help a child in an emergency situation and some have completed specialised training to support children with special educational needs and/or disabilities. Resources are good and support children's learning in most areas, although there is some limitation on the variety of natural resources available indoors. Observations of children's progress consistently identify children's starting points and the next steps in their learning. Staff translate this information effectively into planning for children's individual needs and provide them with challenge that enables each child to reach their potential. Staff know children very well and fully reflect their natural interests when planning activities. As a result children make rapid progress towards the early learning goals. Children are further supported in their learning because staff have established excellent partnerships with parents and other professionals involved in the care and learning of children. Meaningful information is gathered from and shared with parents to keep them fully involved with their child's care and learning. They are provided with extensive information about all aspects of the service provided and are fully informed about the Early Years Foundation Stage (EYFS) and how learning is delivered to their children. Strong relationships have been formed with the schools that children will attend and with professionals who support children with special educational needs and/or disabilities. The setting operates an equal opportunities policy and promotes anti discriminatory practice. Discrimination of any kind is not tolerated and would be challenged. The setting represents children from diverse backgrounds and with diverse needs. Children with special educational needs and/or disabilities and children who speak English as a second language are exceptionally well-supported and included in all aspects of the setting. Adaptations are made to activities and some areas of the environment have been purposefully organised and fully promote inclusive practice. An example of this is a well-resourced sensory garden that has been designed to support children with a range of special educational needs and/or disabilities and enhance their experiences.

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

Staff demonstrate a strong knowledge and understanding of the Early Years Foundation Stage. They use a selection of teaching methods to help children learn according to their preferred learning styles. Staff focus learning specifically around children's interests and meet their individual needs to a good standard. Regular activities carried out by staff at consistent times during the session such as registration and group activities, help children understand about time and routines. Children plan and organise their ideas and choices as staff prepare them in advance for what is going to happen next so that they have time to think things through and make decisions. The learning environment is organised extremely well into well-resourced learning zones that promote all areas of learning in stimulating

ways. Children show curiosity and explore their resources by making independent choices with confidence. This is a print rich environment that fully promotes children's developing understanding that print carries meaning. Children see the written word around the room through labels and information and access books in cosy book areas. Photographs of children engaging in a wide and varied range of activities adorn the walls, bringing learning to life and promoting children's self-esteem and sense of belonging. Writing and mark-making opportunities are readily available at all times and children use these in many ways, for example in role play, for drawing pictures and for early mark-making to develop their writing skills. Children are making good progress in communication, literacy and skills that prepare them for the future. Staff interact extremely kindly with children and spend great amounts of time talking to them about all manner of things that develop their language skills and confidence in communicating. Children use technology very well and show a good understanding of the purpose of computer programmes and how to use the mouse to achieve an objective. They show great perseverance and pleasure when they succeed. Children play very well together and invent games with musical instruments, cardboard boxes and dressing-up games. They have great fun and staff pick up on children's interests and listen to what they have to say, for example making sure that children have musical instruments out again for singing time, as children requested this. Staff fully understand that children learn best through things they enjoy and ensure that all learning takes place in this way. As a result, children have positive and memorable learning experiences that will be long lasting and influence how they view learning in the future.

Children have good opportunities to understand the world around them as children from different backgrounds and with different needs attend the setting. They celebrate festivals from around the world and see positive images that help them to appreciate others who may be different. They learn about the community in which they live as they visit many local places of interest and meet with people who work in various jobs such as the police, ambulance drivers, road sweepers, librarians and shop keepers among others. Staff are very skilled at extending learning, for example, they bought children a toy cement mixer, bricks and a pneumatic drill because they showed a great interest in the work the builders were doing at the setting. This enabled children to act out real life experiences and contribute positively to their learning. Children show an eager disposition towards learning and finding out about things. They ask lots of questions and express their views about things. They are very responsive and receptive to learning and show great interest in what is going on around them. Children greatly enjoy playing outside and have the opportunity to do this throughout the day. Children have growing areas where they grow plants, vegetables and herbs. They collect fruit to make jam and then to make tarts. They harvest the vegetables and learn how things grow and where they grow. Children learn about nature as they have a pond for pond-dipping with frogs and ducks and they have a bug hotel which a parent made and they added different types of hiding places for the bugs to live under such as grasses, tiles, pipes, and rotting wood. Children use tools well such as child-size brooms for sweeping large piles of leaves together. They play with cones, sand and water and learn about the different properties of these media. They participate in many different crafts from painting, to dough model making, cutting and gluing. Children's personal, social and emotional development are

promoted extremely well by staff. Children's independence is fully fostered by staff who constantly encourage children to try new things and support them very well with their efforts. Staff are extremely patient and this is a significant strength in the success of children's learning because staff give children the time they need to try.

Children are secure and behave extremely well. They are keen to participate in activities and use the equipment with ease. They share toys and enjoy the company of their peers as they make the most of their creative and imaginative skills such as the musical instrument session that they organised completely by themselves. They are forming positive relationships and skills and work well together as a harmonious group. Children learn to adopt a healthy lifestyle as they have vast amounts of fresh air and physical play. They eat healthy snacks of fruit that they help themselves to when they wish and they have drinks which they pour themselves whenever they are thirsty. They learn to take care of their personal needs and they can rest when they are tired. Children learn to be safe as they participate in fire drills, learn about road safety and help tidy away their resources so that they are kept in good condition. At the time of the inspection, lots of loose sand was on the floor around the sand tray and the floor became very slippery. Staff did not help children learn about making this safe, however, this may have been an oversight as in all other respects children learn very well about safety, are very helpful and willing and are becoming responsible and capable learners.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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