

St Georges Preschool

Inspection report for early years provision

Unique reference number EY242243
Inspection date 18/11/2009
Inspector Lucy Showell

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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

St George's Pre-School registered in 2002 and is based at St George's church in the Hillmorton area of Rugby. It is run by a management committee which is primarily made up of parents of children attending the facility. The provision is based in the church hall and serves the local community. There is a secure outdoor area available for outdoor play.

The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 41 children on roll aged from two to under five years, some in part-time places. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The preschool receives funding to provide free early education to children aged three and four years. It operates five days a week during term time only. Monday to Friday morning sessions are between 9.15am and 11.45am, and Tuesday and Friday afternoon sessions are from 12.30pm to 3pm. There is an optional lunch session, currently running on Mondays and Thursdays until 1pm.

The provision employs seven members of staff, all of whom have at least level two early years qualifications and some are currently working towards additional qualifications. The managers and two other members of staff have level three qualifications. The preschool has good links with the local school's reception class teachers and receives support from the local authority advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St. George's Pre-school ensures strong relationships are fostered between caring staff and happy children in a welcoming and homely environment. Staff have a good understanding of the Early Years Foundation Stage (EYFS) and strong knowledge of the welfare requirements within. Their excellent partnership with parents and valued associations with other early years professionals ensure all children's individual needs are inclusively and consistently met. Effective practice is supported by some well-written and informative policies and procedures and the constructive methods of self-evaluation, which clearly identify areas of strengths and priorities for improvement, show the preschool's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve further the methods for a whole setting approach to support collaborative working, share knowledge, question practice and test new ideas

- ensure all policies and procedures are updated to reflect current terminology
- provide a rich and varied outdoor environment which offers children freedom to explore, use their senses, and be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

The staff team's clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations, which is supported through the Local Safeguarding Children Board's poster, ensures all children are safeguarded. Written policies and procedures are in place, although these are in the process of being updated, and some of the terminology used in the documents is not current. Children are aware of their own and others' safety. For example, they share space and equipment effectively; are well behaved, and are actively involved in taking care of their surroundings. Clear and detailed written risk assessments have been completed to show all the current identified hazards. Children's safety is secured by the checks and actions taken regularly by the staff and a record of these is consistently maintained. Appropriate recruitment and vetting systems in place ensure all people working with the children are suitable to do so and accurate records of the staff and committee members show clear information regarding training, experience and qualifications.

The strong leadership, management and staff relationships promote efficient team work. All staff are proactive when carrying out their roles and daily responsibilities. For example, the good use of initiative ensures all children are closely supported and supervised and are kept active and involved. Key persons are effectively assigned to individual children to ensure their needs are met; to monitor their development, and to form valuable relationships with parents. Valuable knowledge of individual children enables all their needs to be met effectively. For example, staff working with children with possible or defined special educational needs and/or disabilities, share helpful information with parents and other professionals to promote consistency in practice.

Clear vision and high aspirations are shared by the managers and staff at the pre-school. They have successfully addressed recommendations raised at previous inspections to promote and extend ongoing opportunities for children's learning and are always looking for ways to further improve the quality of the provision. They are establishing constructive methods of self-evaluation and informative action plans, although while these do not fully involve the committee currently, they have enabled the valued opinions of staff, parents and advisory professionals to be listened to and acted upon. The pre-school is well-resourced and provides various activities and opportunities for the enjoyment of all children present. The wide range of good quality and durable equipment, and the staff's knowledge of community funding initiatives, ensures the sustainability of the pre-school.

The considerable importance the setting gives to the partnership with parents is inspiring. All parents, carers, grandparents and siblings are clearly involved, well-informed and are very willing express their delight in the provision. They truly feel welcomed by the 'caring, dedicated and approachable staff' and have written

'...involvement of parents is fantastic. You send lovely letters, newsletters and actively encourage parents to be involved and feel included in pre-school life'...'we are extremely happy'... 'it's a comfort to know he is in such a positive and stimulating environment'. Parents are very comfortable within the setting and are often observed reading and playing with the children, sharing their expertise at purposeful sessions. They are invited to many special preschool events throughout the year. For example, several family members have attended sessions to share information with the children about their differing cultures, home languages, festivals and traditions.

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

The clean and well-maintained pre-school is safe and clear security systems are in place. Children enjoy a healthy nutritious range of freshly prepared snacks and their independence is encouraged through the 'café style' snack time where children select from a range of savoury snacks and fresh fruit and are supported in pouring their own drinks. Children are encouraged to develop the habits and behaviours appropriate to good learners as they share equipment, take turns and listen to others. They recognise their own needs and those of others as staff have effective and consistent systems for managing children's behaviour.

Children develop confidence and show enthusiasm for the experiences on offer as the bright and welcoming environment allows them to select resources and equipment, join in adult-led activities or initiate their own play. They enjoy the free-flow access to the outdoor area, which has some good experiences such as the daffodil spiral maze, which appears in the spring; access to some areas for planting vegetables, and space for riding bikes, jumping in puddles and building with large construction blocks. However, because this is a 'pack-away' provision, time available within sessions often restricts the opportunity to provide a rich and varied outdoor environment for children to enjoy in a variety of ways.

Useful information regarding children's achievements is communicated effectively with parents through obtaining children's starting point information and sharing daily news. Effective use of the organised systems of observations and assessments informs planning and ensures good opportunities are provided to help children make progress across all six areas of learning and development. As a result, children enjoy a suitable range of age-appropriate and well-resourced activities supported by the enthusiastic interaction of the staff who ask open-ended and challenging questions. In the book area children sit on comfy cushions whilst sharing stories with staff, turning pages carefully and 'reading' familiar stories to their friends. Children further develop their literacy skills through the good use of interactive displays. For example, children move and sort familiar letters and words like the names of the characters in 'Bob the Builder' on display boards and act out favourite stories using props, such as cuddly toys and their own drawings. They develop counting skills at the snack table as they select and count out different foods, and consider mass and volume as they pour and scoop in the sand with cups and jugs. Construction activity is available on the carpet where children have space to build, compare and challenge each other, or enjoy role-play scenarios as

they act out real and imaginary characters with small world resources. Using the play dough, children mould, squeeze and press recognisable shapes and show great pride in their creative abilities. They also make cards for various occasions or access free drawing with a selection of creative media such as paper, pencils and crayons.

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	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	2
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

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