

St. Teresa's Pre-School

Inspection report for early years provision

Unique reference number EY270968
Inspection date 29/04/2010
Inspector Tina Anne Mason

Setting address Parish Centre, 109 Ashingdon Road, Rochford, Essex, SS4 1RF
Telephone number 07980 388786
Email homeofwilsons@hotmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St. Teresa's Pre-School is managed by a volunteer management committee made up of parents of children attending the pre-school. It opened in 1979 and now operates from one room of the St Teresa's Parish Centre adjacent to St Teresa's Catholic School in Rochford. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children may attend the pre-school at any one time. The pre-school is open five days a week during school term times from 9.00am to 12 noon Monday to Friday and from 12.30pm to 3pm every afternoon except for Thursdays when they are open from 1pm to 3.30pm. All children have access to an enclosed outdoor play area.

There are currently 42 children from two to five years on roll. Of these, 27 children receive funding for early education. Children attend for a variety of sessions. The pre-school mainly serves children entering the Catholic School from the local community and surrounding areas. The pre-school supports a number of children with learning difficulties and disabilities and has experience of supporting children who have English as an additional language.

The pre-school employs four staff. Of these, three hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are clearly flourishing in this stimulating and caring environment. They are actively encouraged and supported to initiate their own play, this allows them the opportunity to develop at their own individual pace. Staff demonstrate a good understanding of the Early Years Foundation Stage. They ensure that each child has appropriate care and attention to meet their needs, thereby creating an inclusive provision. Most systems and documentation in place are very well organised. Partnerships with the local school and parents are key strengths and all work exceptionally well together to support the children's learning and development. The management committee work exceptionally well with the staff, who are fully committed to continual professional development. Consequently, their capacity to improve is outstanding.

What steps need to be taken to improve provision further?

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

- reappraise current daily risk assessments to ensure they cover anything with which a child may come into contact
- extend systems for activity planning to include outdoor learning opportunities and explore ideas for children to access free flow play.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to protect children. There is a clear written policy which outlines the procedures for reporting any child protection concerns. This includes the process to be followed should an allegation be made against a member of staff. Robust recruitment procedures ensure appropriate checks are carried out on all staff and volunteers to confirm they are suitable to work with children, which helps safeguard children's welfare. All staff are appropriately qualified and induction procedures, appraisal systems and weekly staff meetings ensure they are familiar with the setting's policies and procedures and can implement them in practice.

The setting maintains the required written records of risk assessments, which include detailed half termly assessments of the setting and daily risk assessments. Although the daily records being kept lack some detail and do not fully outline the areas that have been checked. The range of resources and equipment provided for all children is, wide ranging and of very good quality. In addition, the equipment promotes all areas of children's learning and development and is distributed effectively to enable ongoing choices for the children.

The manager, staff and management committee work together very effectively and are committed to maintaining continual improvement. Excellent levels of reflection and evaluation takes place and the views of all staff, parents, carers, and children are sought to ensure that the setting's strengths and weaknesses can be identified. Children gain great benefit from the focus given to promoting positive relationships with their parents and carers. Parents are very involved in decision making on key matters affecting the setting through well-established and highly inclusive procedures. For example, the parents work together with the committee and staff team to help fund raise money which has enabled the pre-school to purchase and provide an allotment area and willow tunnel for the garden. This has enhanced the children's learning in many valuable ways.

Partnerships with parents and carers is outstanding. Parents receive excellent information about the pre-school before children start. Each child's key worker has an excellent understanding of their individual welfare and developmental needs. A wealth of information is provided for parents, in the form of policies and procedures, newsletters, daily diary sheets and children's developmental profiles. There is also an excellent two-way flow of information at the end of each session about individual children and their continually changing needs. Parents meet with staff at parent evenings to discuss their children's progress, they are also invited to contribute to their child's developmental profile. Parents speak very positively of the service offered. They feel the staff are very approachable and helpful, they like the sense of community spirit and feel very confident that their children are being left in very capable hands. Extremely effective systems have been developed to forge excellent partnerships and support working together with other practitioners to support transition, both between other settings and between the pre-school and local school.

The care and attention taken to identify and address children's individual likes and dislikes and developmental needs enables the staff team to provide an inclusive environment in which all children are free to join in activities, express their views and opinions and learn respect and tolerance of others. Toys, wall displays and activities promote positive images of different people from throughout the community and wider world. There are also resources which reflect people with disabilities. Staff use Makaton sign language to assist in communication as appropriate.

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

Children make good progress towards the early learning goals in relation to their starting points and capabilities. Staff have a good understanding of the Early Years Foundation Stage, learning and development requirements. They use sensitive observations of the children to ascertain their interests and levels of development. Observations are effectively analysed by key workers and identify the children's future learning. Children's developmental profiles include these observations and examples of children's work and photographs of their involvement in activities. Information and evaluations of observations and focused activities at the end of each week are used to inform the planning for the next week ensuring that activities are matched to children's individual needs.

Children build good relationships with each other and with adults in the setting. Children and staff have fun and the atmosphere is warm and caring. Children enthusiastically engage in activities and confidently initiate their own play, making choices about what they want to do. Staff plan a daily routine that is flexible for the children and is in accordance with their individual needs and requests. Children have access to a dedicated outside play area where children are able to use a range of equipment such as stilts and climbing frames which promotes their physical development. They also enjoy digging in the bark and the mud pit and running through the willow tunnel. Staff organise the outdoor area to provide experiences across all areas of learning, although, these learning opportunities are not reflected in the weekly planning for children's individual needs. In addition, children's access to the area is at times limited because of the difficulties staff sometimes have in supervising the inside and outside areas as well as the toilets.

Children have excellent opportunities to develop their knowledge and understanding of the world as they grow a large selection of fruits and vegetables in the allotment area of the garden. Children are also encouraged to care for and tend to this area. They enjoy filling the watering cans from the water butt in the garden area and are able to water the plants independently. Children are very competent in using the computer, moving the mouse with ease to navigate around the different programmes, they are able to follow simple instructions and solve problems with ease. Children have access to every day technology in the role play area, such as, cash registers, telephones, and play cookers. Children are provided with opportunities to investigate objects and materials as they use torches, binoculars and have daily use of the camera. A good range of planned activities,

displays, toys and resources depicting positive images of people from different cultures, races and those with disabilities help children to learn about the wider world.

There are many signs and labels used around the pre-school which helps children recognise that print carries meaning. Both children and staff make good use of the book corner to sit quietly and look at books and listen to stories. Children are given opportunities to mark make with pencils, paints, crayons and chalks and many of the older children can write and recognise their own name. Many of the children demonstrate a good awareness of position, size and shape as they play with the train set, make collage pictures and make different sized snails out of play dough and are able to differentiate between the smallest and biggest. In addition, when cutting up apples at snack time children know that a whole apple cut into two makes two halves and when it is cut into four this makes four quarters.

A strong focus is placed on providing a healthy environment for children to play and learn. Children demonstrate awareness of good hygiene routines as they wash their hands and use soap and paper towels. Some children remind others of the importance of washing their hands before snack time. Their awareness of healthy eating is encouraged through growing their own fruit and vegetables and through bringing in fruit from home to share at snack time. Children demonstrate an awareness of safe behaviour as they move around the setting with gentle reminders from the staff to walk and look where they are going. The good role modelling provided by adults helps the children learn appropriate behaviours and gain the most from the opportunities the setting offers.

Children are given excellent opportunities to develop skills that contribute to their future economic well-being. Routines are organised to ensure that each child is encouraged to make as much progress as they can in communicating, literacy, numeracy and information and communication technology. Children develop good habits as active, inquisitive and independent learners, develop collaborative skills and problem solving attitudes. They are able to demonstrate through their play and communications that they understand increasing features of the 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	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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