

St Peters Pre School

Inspection report for early years provision

Unique reference number	EY224997
Inspection date	19/01/2010
Inspector	Donna Stevens

Setting address	Pedmore Lane, Stourbridge, West Midlands, DY9 0SW
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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 Peter's Pre-school is managed by a voluntary management committee and was originally registered in 1985. It has operated from St Peter's Church centre in Stourbridge since 2002. The setting serves the local area and has strong links with the local schools and preschool. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The group opens Monday to Friday during school term times. Sessions are from 09:15 until 12:00. Children are able to attend for a variety of sessions.

A maximum of 26 children may attend the setting at any one time. There are currently 36 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and provides funded early education for three and four-year-olds. It has effective systems in place to support children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs seven members of child care staff. All 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 outstanding.

Extensive improvements have been made since the last inspection enabling staff to create a child centred environment which is fully inclusive and allows children's individual needs to be extremely well met. Systems to evaluate practice are mostly in place and include gathering the opinions of staff, parents and children. Partnerships with parents and other local settings that children may attend or move on to, are excellent and significant in ensuring effective continuity of care and learning, which enables children to make excellent progress.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- monitoring and assessing the use of self evaluation and quality improvement processes to demonstrate how the settings strengths and developments improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded, with high-quality, robust policies and procedures that are shared with parents. Systems are in place to ensure that any

safeguarding issues are dealt with in a confidential but open and honest manner ensuring that children's welfare and safety remain at the heart of any action taken. Clear vetting procedures ensure that all staff working with the children and committee members involved with the group are suitable to do so. Risk assessments have been used as a highly effective tool in identifying potential risks and staff have been proactive in putting measures in place to ensure that children are cared for in a safe and secure environment. They are particularly vigilant at supervising children during arrival and collection times, when going to the toilets and in the outdoor play area.

Staff maximise their time to ensure that they are always with the children and housekeeping duties take place before children arrive or after they leave. Time is allocated for staff to work on children's individual profiles, allowing them to have 1:1 time with each child in their key person group. Staff have an exceptional knowledge of each child's background, needs and character allowing them to provide different levels of support and interaction, ensuring individual needs are extremely well met.

Improvements since the last inspection have led to more flexibility. For example, if children are playing happily towards the end of the session, tidy up time will be delayed to allow children to continue to develop their ideas and fully extend their play and learning. Questionnaires to parents and children have been used to gain their thoughts and opinions. Monitoring and assessment processes of ongoing improvements and how these impact on the outcomes for children are not always fully effective yet. Morale is high amongst the staff team and they demonstrate an ongoing commitment to promoting improvement and accessing relevant training.

Staff and management have established excellent relationships with parents and carers. Parents play an active role in the setting, becoming involved in activities linked to special projects such as the new community reading initiative. This involves encouraging parents to read books to their children in unusual places, take photographs, and bring these to share within the group. Another new initiative has been the introduction of a teddy bear in a sack who goes home with a different child each night. Parents and children then complete a diary detailing the teddy's adventures at their house and this is shared the next day at circle time. Initiatives like this allow each child to feel part of the group, have a sense of belonging and feel valued. Close working relationships between local settings ensure the smooth transition as children move on to school or other early years settings. On induction days a member of staff from the preschool is present so the children have a familiar face and can feel more secure. Once children have started in the reception class the manager visits to discuss with the teacher how well children are prepared for school and any changes and improvements that can be made to future transitions. These systems provide excellent continuity of care for children and promote their welfare, learning and happiness.

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

Children make outstanding progress towards the early learning goals and in all areas of their development because the staff have an excellent knowledge and understanding of the Early Years Foundation Stage. The children are able to move freely around the room from activity to activity and between the indoor and outdoor areas. They are encouraged to explore and experiment and use equipment in a variety of ways. Whilst playing in the role play area a group of children began using upturned containers as drums, beating them with plastic spoons. As they experimented with different sounds staff joined in singing songs, enhancing and encouraging their creativity. These opportunities help children to develop skills as inquisitive, critical and independent learners.

Staff provide children with a high level of individual support and attention, involve themselves in their play but know when to step back and allow children to take the lead. They form close trusting relationships with the children, encouraging them to share their feelings and experiences, such as a visit to the doctors for an injection. This level of trust and understanding adds to children's security and enables them to share any concerns or worries they may have. Children's behaviour is exemplary and children begin to show an excellent awareness of taking responsibility for their own and others' behaviour. When children begin to jostle around the sand they inform staff and discuss how the situation can be rectified by some of them waiting for a turn.

A wide range of interesting and enjoyable activities allow children to develop skills for the future and reach their full potential. They work extremely well independently, using their own initiative and when working alongside their peers so they play a full and active role in their own learning. Older children explain to younger ones how binoculars work describing how if you look through them small objects that are far away appear nearer and larger. Staff observe these achievements and make notes that can later be collated into children's individual learning journeys. These are used to identify children's next steps in learning and inform future planning. Staff are quick to extend children's learning, questioning them and providing opportunities for them to think and reason. While making bird feeders children were asked why birds may have difficulty finding food at this time of year and children were able to describe how the hard ground and lack of plants and seeds would affect them. Staff are also aware that children may excel in some areas but need support in others. Children who are confident with literacy and numeracy skills may need support and encouragement to develop their independence as they learn to put their own coats on.

Children are very confident and extremely articulate. They hold detailed conversations and explain every day routines such as how to use the cafe style snack area. They are encouraged to use rich and varied vocabulary and learn that words can also be written. As part of the project on winter the wall display contains words that children have thought of themselves to describe the climate and season. Children are encouraged to practise emergent writing skills and many are able to write their own names and simple words. Some are able to read and

many are able to point out simple words on wall displays. They recognise and select their own names as they self register and move their names to a basket when they have a snack in the cafe. The reading initiative that has been introduced is encouraging children to develop an enthusiasm for looking at books and sharing stories. The group promotes a feeling of local community as they learn to care for the environment and nature around them, for example making bird feeders. Visits to the group from the local librarian and fire service enhance their experiences. At the end of each session children sing a goodbye song and wish each other a good afternoon.

Children are kept very healthy through the encouragement of healthy eating and high levels of personal hygiene. Milk, water and fresh and dried fruit are available while the cafe is open and fresh drinking water is available at all times. Children are able to play outside throughout the session encouraging the development of their physical skills as they use ride on toys, learn to climb and balance and develop ball skills.

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?	1
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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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