

St Alphege Pre-school

Inspection report for early years provision

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Inspector

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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 Alphege Pre-School group was registered in 1968 and operates from Oliver Bird Hall, Solihull. The pre-school is open from 9.30 am until 12.00 pm five days a week during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. The pre-school supports children with special educational needs and/or disabilities and those who use English as an additional language. The pre-school provides places for children who are in receipt of funding for nursery education.

There are five members of staff including the manager. Of these, four practitioners hold appropriate early years qualifications to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and make significant progress in their learning and development. Practitioners offer a fully inclusive, warm and welcoming service, supporting all children's active participation in activities which wholeheartedly meet their individual interests and developmental needs. Children are confident, independent and unmistakably enjoy their time at the pre-school. The pre-school is led by an experienced, highly motivated and extremely enthusiastic manager who embraces the process of self-evaluation and demonstrates a dedicated approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- developing the use of the outdoor play area by offering a wider range of activities which will encourage children's interest and curiosity

The effectiveness of leadership and management of the early years provision

The manager and practitioners work successfully together as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by practitioners who have completed an extensive range of training to ensure they have substantial knowledge and understanding of their roles and responsibilities. The manager provides very clear guidance to the staff and a comprehensive range of written policies and procedures are in place to fully support the running of the pre-school. Thorough risk assessments of the

areas accessed by the children are conducted and robust vetting procedures are in place to ensure that children are cared for by suitable people. All practitioners have an accurate and up-to-date understanding of safeguarding children issues.

The manager strives to improve practice, consistently monitoring and evaluating the quality and standards at the pre-school. Regular staff meetings and in-house training sessions provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed and have had remarkable benefits to children's experiences at the nursery. For example, children have ample opportunities to develop independence and confidently self-select from an extensive array of resources. There is a proactive and shared vision for inclusive practice, ensuring every child can achieve as well as they can regardless of their background. All children are unquestionably included and integrated. Practitioners are dedicated to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Parents are embraced and routinely share what they know about their child. Children's individual identities are nurtured and practitioners are dedicated to adapting the provision to meet the constantly changing needs of the children who attend.

Practitioners demonstrate an exceptional commitment to working in partnership with parents and provide comprehensive opportunities for parents to become involved in the life of the pre-school. Parents speak extremely highly of the pre-school's approach to sharing their children's experiences and feel very well informed regarding their children's care, learning and development. The pre-school dedicates time to getting to know children and their families, fostering strong relationships and helping to ensure that children settle quickly and feel secure. Practitioners have skilfully established strong links with other early years settings that children attend to ensure continuity of care and effective progression. The manager employs a whole group approach and all practitioners are enthusiastic and passionate about their roles in raising standards for children. Children benefit from exemplary levels of supervision and individual attention, and they blossom at the pre-school.

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

Practitioners wholeheartedly recognise that children learn best when they are having fun, are interested and excited by what they are doing and are building on what they already know and can do. As a result, children make strides in their learning. The learning environment is bright, child friendly and actively supports children's learning and development. Resources are easily accessible and children confidently make choices and lead their own learning. They adore imaginary play and use an extensive array of props to extend their experiences. Practitioners demonstrate an extraordinary knowledge and understanding of the Early Years Foundation Stage and skilfully motivate children and inspire them.

Planning is effective and helps to ensure that children's learning is effective,

exciting, varied and progressive. Schedules and plans flow with the child's needs. There is an excellent balance of adult led and child initiated play and practitioners use their time exceedingly well to ensure all children benefit from high quality interaction. Practitioners are skilled at bringing the children together in enjoyable group activities and children relish opportunities to engage in exciting art and craft activities. Children's learning is meticulously documented and practitioners build up accurate knowledge about how individual children learn and make progress. In addition, practitioners make excellent use of incidental opportunities to enrich children's natural curiosity, for example when they hear sirens or spot creepy crawlies.

All appropriate documentation such as accident and incident records and medication records are maintained and the premises are very clean, well organised and hygienic. Practitioners hold current certificates in Paediatric Emergency First Aid, Health and Safety and Food Hygiene. Children understand and adopt healthy habits such as good hygiene practices. For example, they learn about the importance of regular hand washing and keeping their teeth clean and practitioners incorporate topics about healthy eating. Children have valuable opportunities to learn about keeping safe through discussions about road safety. They routinely learn about health and safety through the daily routine. Children demonstrate an excellent sense of belonging which contributes positively towards their good health and wellbeing.

Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. They respond sensitively to children's feelings, ideas and behaviour. Children are confident and self assured and enjoy settled, affectionate relationships. They develop a strong understanding of the wider world as they access an array of resources that are representative of diversity. Children play in a considerably welcoming, happy and child friendly learning environment which affords them plenty of space to explore. The outside area is used very creatively and practitioners are currently considering new and innovative ways that outdoor play can be further developed to promote children's curiosity. Nevertheless, learning is unmistakably fun and children regularly come across new and interesting challenges.

Painting activities are extremely popular and children create colourful pictures using brushes, sponges and their fingers to express their ideas. Children enthusiastically engage in cookery sessions and adore making sandwiches, fruit salads and jam tarts. They experiment with musical instruments, sing and dance and thoroughly enjoy listening to stories. Children relish opportunities to extend their physical skills as they use the parachute, play on the slide and mould with play dough. Children make discoveries as they grow vegetables and bulbs. They are fascinated with living things and the world around them. They eagerly spot birds, dig for worms and take pleasure using microscopes to investigate mini beasts. Practitioners expertly create stimulating learning opportunities and demonstrate a delightful rapport with all children and their families. Consequently, children thrive within an enchanting environment.

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	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

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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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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