

St Anne's Pre-School Playgroup

Inspection report for early years provision

Unique reference number	509172
Inspection date	18/01/2010
Inspector	Elaine Douglas
Setting address	Hewish & Puxton Village Hall, Maysgreen Lane, Hewish, North Somerset, BS24 6RT
Telephone number	01934 876 391
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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 Anne's Pre-School is run by a voluntary committee. It opened in 1992 and operates from the community hall in the village of Hewish, near Weston-super-Mare, North Somerset. The pre-school is open Monday and Wednesday from 9.15am until 2.30pm, and on Thursday from 9.15am until 12.00 noon, during term times only. The pre-school is registered on the Early Years Register.

A maximum of 24 children may attend the pre-school at any one time. There are currently 22 children aged from two to under five years on roll, four in part-time places. There are three members of staff, one of whom holds a level 3 early years qualification and one holds a level 2. One member of staff is working towards a level 3 qualification. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Some regulations to safeguard children are not met. Staff have a sound understanding of the Early Years Foundation Stage (EYFS) which means children make satisfactory progress considering their starting points and abilities. The partnership with parents supports staff in meeting children's individual needs and liaison with other carers delivering the EYFS is being established. The setting has begun to use self-evaluation to support them in identifying some actions for ongoing development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- notify Ofsted of any change to the committee, ensuring the correct documentation is sent as soon as reasonably practicable and in any event within 14 days (Suitability of adults) 26/02/2010
- ensure the designated person to take lead responsibility for safeguarding children attends a current child protection training course (Safeguarding and welfare) 26/02/2010

To improve the early years provision the registered person should:

- develop systems to liaise with other providers delivering the Early Years

Foundation Stage for children to ensure progression and continuity of learning and care

- continue to develop the planning and assessment systems in order to identify learning priorities for each child

The effectiveness of leadership and management of the early years provision

Overall, children are not safeguarded because the provider is not meeting all welfare requirements. They have not completed the necessary documentation to inform Ofsted of changes to the committee, which means that all the checks to safeguard children have not been undertaken. The designated person for safeguarding children has not had child protection training since 2002 and their own policy states that they will receive training every two years. Risk assessments are carried out on the premises and for each outing, this helps staff to identify any actions required to minimise risks to children. All staff have first aid training and parental consent is obtained to seek emergency advice or treatment. Satisfactory records are maintained of any accidents, incidents of medication administered. Children and staff's attendance is accurately recorded and all necessary information to safeguard children is in place. The premises remain secure while children are present and staff ensure children only leave with a suitable adult.

Satisfactory information is available for parents and displayed on the setting notice boards. The complaints policy and Ofsted poster are now displayed. The pre-school has an open-door policy for informal discussions and open days for parents to see and contribute to their children's assessments. Several children attend other providers delivering the EYFS and the leader has some contact with them through cluster groups and to discuss concerns. However, this does not ensure progression and continuity of learning for all children attending other settings.

Annual appraisals are carried out to identify staff objectives. The leader attends meetings with other providers to discuss provision and regularly attends training workshops. Self-evaluation has been carried out using the Every Child Matters outcomes and plans are currently in place to develop an outside area to improve this part of the provision; this will include a recycling centre for the children. The leader has started to use the Ofsted self-evaluation form, although it has not been completed yet to show how all areas will be improved. There are no children currently attending with special educational needs or English as an additional language. However, an equal opportunities review has been carried out to ensure inclusion. Most recommendations from the previous inspection have been sufficiently addressed. However, planning and assessment does not consistently identify next steps in learning for all children.

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

Staff work in consultation with the local authority and use a combination of established and new learning diaries to record children's development. Parents

provide initial information on their children and staff are beginning to make more regular observations to evidence children's achievements. This means that their key person is aware of their interests, so children who are upset on arrival soon settle. Resources are set out to enable children to make some independent choices and to have good space to play. Staff are effectively deployed to ensure all children receive some interaction to support their learning. For example, children are assisted in using the computer to identify and match different items. Staff engage in children's role play, extending their vocabulary and promoting their imagination.

Children develop a satisfactory sense of how to stay safe and keep healthy within the setting. They regularly practise the emergency evacuation procedures and learn to use scissors safely. They wash their hands prior to eating and are provided with liquid soap and paper towels. Although children can not currently use the outside area they have daily opportunities to use physical play equipment in the hall and enjoy regular opportunities to visit their local environment. Children build good relationships and are generally well behaved. Snack and lunchtime are social occasions, where children express their likes and dislikes, and engage in conversations. Children enjoy listening to stories and confidently sing in whole group situations, including in different languages.

Children's creativity and problem solving skills are promoted through access to resources. For example, children create their own three-dimensional constructions using recyclable materials. They use different techniques and materials to join items together, for example, glue or tape. Children use tools, such as rolling pins and cutters to manipulate play dough into a desired shape and enjoy exploring colour through paint and pens. Children are beginning to recognise their own names through self registration and have access to a good range of books.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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