

# St Mary's Church Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	509168
<b>Inspection date</b>	25/02/2010
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<b>Type of setting</b>	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 Mary's Church Pre-school opened in 1980. The group operates from the Chapter House, adjacent to the church. It is based in Yatton, North Somerset and is supported by a voluntary management committee. The group opens Monday to Friday from 9.15am to 11.45am term time only. Children have access to an enclosed outdoor play area.

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 27 children on roll in the early years age group who attend. The pre-school offers support to children who have special educational needs and for whom English as an additional language. The pre-school employs seven members of staff who work directly with the children. All staff hold appropriate early years qualifications. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's knowledge and awareness of children's individual needs enables them to support their welfare and development generally well; however, the systems of assessment are not sufficiently well developed. Overall, most required documentation is maintained appropriately and shared with parents; the pre-school is in breach of one statutory requirement. Partnerships with parents are established and information is exchanged; however, this is not yet fully effective to ensure continuity in children's care, learning and development. Effective links with all early years providers that children attend are not yet well established. The pre-school demonstrates a commitment to continuous improvement. Recommendations from the last inspection have been addressed sufficiently well. Systems of self-evaluation are in their infancy; staff have started to reflect and self-evaluate their practice and as a result initial steps taken have had a positive impact on the outcomes for children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment includes any action taken following a review or incident (Documentation). 24/03/2010

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

- develop further the system of planning so that observations gathered are used effectively to track children's progress, all staff are familiar with

children's identified next steps so that they are able to support individual children by offering suitable challenges and the outdoor area is developed so as to give children opportunities to experience a broad and balanced curriculum outdoors

- ensure that large group activities support the learning of each child in relation to their age and stage of development
- develop effective partnerships with parents and links with all early years providers to ensure continuity in children's care, learning and development
- develop further the system to monitor and evaluate the quality of the provision to ensure good outcomes for all children.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded because staff have a secure knowledge and understanding of child protection issues and reporting procedures within the setting. Appropriate arrangements ensure all adults working with children have undergone appropriate vetting procedures. Overall, most required documentation and procedures are in place to ensure the safe and smooth running of the pre-school in general. The provider carries out risks assessment of the premises and outings and suitable actions are taken overall to minimise most hazards. For example, a barrier is in place to prevent access to the kitchen and access to the premises is securely monitored. Sufficient attention is not given however, to ensuring that the door leading to the outside play space is made safe. Recognition of this is not included within written records when identified and action taken to minimise the hazard. This is a breach of a specific legal requirement. Staff use their time generally well to support children's interests and learning and resources are made accessible to all. Effective use is not yet made of the outside area to promote children's interest and curiosity.

Partnerships with parents are established and parents are appreciative of the care given and progress that their children make. Parents feel able to approach staff to discuss their children's individual needs. They are encouraged through easy access to their own child's learning diary and social events such as, coffee mornings to become aware of their child's achievements and identified next steps in learning. These opportunities however, do not ensure an effective exchange and two way flow of information so as to bring about continuity in children's care, learning and development. Effective links with the local school supports a smooth transition when children first join the reception class. However, links with other early years providers, such as nurseries and other pre-schools that children attend are not yet well established.

The pre-school demonstrates a commitment to continuous improvement. Recommendations from the last inspection have been addressed sufficiently well and staff with the support of the local early years advisor have started to reflect on their practice. Steps taken have had a positive impact on the outcomes for children. For example, review of the layout of the main play area has encouraged children to be more inquisitive and given increased accessibility to resources. Areas

for development and improvement have been identified, such as, safeguarding training for some staff and development of the premises.

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

Children are supported well by staff when settling into the group. Children understand the routines of the day and are actively engaged, self-selecting activities and resources on arrival. The playing of classical music in the background creates a calming atmosphere to which children respond well. Children overall, make satisfactory progress in relation to their starting points, because staff have a sound understanding of how children learn and develop through activities and resources that reflect their interests. Staff are developing the system of recording children's achievements through observations of what children know and do. This system is not yet used fully effectively to track children's progress in relation to children's identified next steps in learning. Staff are aware of their own key children's next steps but are not familiar with the identified next steps for all children. Therefore, they are unclear as to suitable challenges and how they support the individual needs of each child attending. For example, staff encourage children when participating in a painting activity to recognise and make choices from shaped paper. They choose different coloured paint and observe the effects when mixed together. They give meaning to their mark making as they use their hands, brushes and crayons. Children start to write recognisable letters. Staff encourage children to problem solve and to follow good hygiene routines. Staff however, are unclear as to the identified next steps for each child. Children join in large group times such as, story time and singing. These activities are at times too long and uninteresting to younger children who become easily distracted and wander around the room. Consequently, this impacts upon the opportunity for older children to participate fully and benefit from the activity. Children enjoy physical play inside, they develop an awareness of space and manoeuvre themselves safely using sit and ride toys. They develop balance as they walk along beams and walk with bean bags on their heads. Staff are unaware of the specific challenges for individual children. Children develop an understanding of everyday technology as they turn on the CD player; they listen to action songs and activity tapes and follow the instructions, moving their bodies in a variety of different ways. Children learn about their local community and the world around them as they walk to the park and involvement in local events such as, displays at the library. They access resources and participate in activities that reflect celebrations that reflect the cultural diversity of most children that attend.

Children are safe because staff understand how to safeguard children. Procedures in place ensure children's safety; visitors are asked to identify themselves and are recorded in the visitors' book. Children learn to keep themselves safe as they are guided effectively when using climbing equipment and discuss the importance of riding their bikes safely and wearing safety helmets and why. Children develop an understanding of healthy lifestyles through healthy snacks, access to drinking water and daily opportunities for physical activity inside. Access to fresh air however, is restricted, due to limited use of the outside play space. Staff's effective approach to promoting positive behaviour helps children understand what is

expected of them. Staff use props effectively to help children learn to listen to each other and take turns. They share, work cooperatively together and as a result, develop skills for the future. Children respond well to the frequent praise and encouragement of the staff, consequently their behaviour overall is good.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	3

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