

# St Andrew's Pre-School

Inspection report for early years provision

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EY399639

**Inspection date**

25/02/2010

**Inspector**

Brenda Joan Flewitt

**Setting address**

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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).

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## Description of the setting

St Andrew's Pre-School was registered initially in 2006 and re-registered in the new school in 2009. The group operates from St Andrew's Church of England Primary School, in Chardstock, near Axminster, Devon, and is managed by the governing body of the school. The pre-school has its own play room with toilet facilities. They share all other indoor and outdoor areas with the school during the day. The pre-school opens Monday to Friday during school term time from 9am to 3.30pm. The after school facility operates Tuesday, Wednesday and Thursday from 3.30pm to 5pm during school term times, for school aged children. The pre-school has pet rabbits and fish, to which the children have supervised access.

The pre-school is registered on the Early Years Register. A maximum of 16 children aged two years may attend at any one time. There are currently nine children on roll. The head teacher of the school oversees the management of the group. A team of five staff are employed to work directly with the pre-school children. The manager of the pre-school holds a level 3 qualification in childcare and education, and most of the other staff hold, or are studying towards, relevant qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in safe and secure, specifically designed premises. They participate in a good range of activities that helps them make suitable progress in their learning through play. Overall, staff know children well through good communication with parents, which enables them to meet individual welfare needs effectively. The self-evaluation methods are successful in identifying areas for improvement, and management have clear aims to further develop children's experiences and their integration into the school environment.

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

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

- ensure that the record of children's arrival and departure is maintained efficiently to promote children's safety in an emergency situation (Documentation).
- 15/03/2010

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

- develop further the observation, assessment and planning system to clearly identify children's individual learning priorities
- make better use of the outside area to promote all areas of learning, to further support children's individual learning preferences

- review the organisation of some adult-led group activities, to provide an improved environment for children to develop their listening skills.

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

Staff work well together as a team, communicating effectively to ensure that children are well supervised and supported. They implement policies and procedures that promote children's safety and welfare well overall. Staff complete clear risk assessments of the premises, which means that children move around freely and in safety as they choose their activities. Overall, staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. Staff keep their knowledge up to date by attending training, and existing injuries are recorded as routine. This all helps protect children from harm. All required records are in place, stored confidentially and, on the whole, completed accurately. However, the system for recording children's time of arrival is not always monitored effectively to ensure that is accurate at any given time, for use in the event of an emergency situation. There are clear recruitment procedures to check that staff are suitable to work with children and new staff are clear about their responsibilities due to an effective induction process.

Children have access to a good range of play equipment and resources, some shared with the school children, which is well organised to encourage them to select for themselves and make their own choices. The newly built school provides good scope for outdoor play; children have opportunities for physical play on a daily basis. However, the grounds are not utilised fully to promote all areas of learning in the outdoor environment and support children's diverse ways of learning. Children's positive attitude towards people's differences is promoted through the good example set by the staff, together with some planned adult-led activities, which raise children's awareness of festivals and celebrations.

Staff promote good relationships with parents and carers. Parents receive detailed information about the setting by way of a prospectus, newsletters, displays and the school website. Staff make themselves available on a daily basis to exchange information in order to meet individual needs. Parents are invited to attend meetings with key workers to discuss their child's progress. Staff are aware of the expectation to share information with other providers when children attend more than one setting delivering the Early Years Foundation Stage. There are strong links between the school and pre-school, which promotes a seamless progression for children through to the reception year. Management have several methods for helping to evaluate the pre-school provision, which includes membership of a local authority quality assurance scheme, and regular staff meetings and appraisals. These have resulted in improvements in the organisation of resources, and clear plans for the future support for pre-school staff.

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

Children are happy, settled and secure. They enjoy their time at the pre-school in a welcoming, friendly environment where they learn through play. Children are confident in selecting activities for themselves and to make their needs known when they need support. Children make good relationships with staff and each other. Most children are keen to talk about events in their lives and share their experiences with friends. For example, they like to take soft toys, 'Larry and Lilly Lemur', home to involve them in their lives. On return children are proud to show the other children what they have been doing by way of their contribution to the pictures and text in the accompanying scrapbook. Children develop a strong sense of being part of a community, as they use individually named coat hooks, and see photos of themselves and their art work displayed in the pre-school. Children regularly join school children for activities such as stories and assembly. This helps them to feel part of the school and know about routines and expectations, which contributes to the transition when moving from pre-school to school. Children generally behave well. They understand what is expected through familiar routines and explanation. Children are encouraged to be polite and learn to share and take turns with equipment. They receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children are involved in a good range of activities over a period with a balance of adult-led and self-chosen tasks, often planned according to children's interests. In general, children are confident speakers and enjoy stories. However, some adult-led group times are not organised effectively to encourage children to listen or focus on the subject. Many children can recognise their written name and are beginning to identify initial sounds. Children use their imaginations well as they act out real life and imaginary situations, such as being a shop keeper or going to the moon in rocket. Children are sometimes counting in meaningful situations to solve problems. For example, how many children are present, or how many cups are needed at snack time. Although staff know children well, they are not effectively planning for their individual progress. The observation and assessment system is inconsistent and does not clearly identify children's individual learning priorities. Therefore, not all children are making as much progress as they can in all areas of learning.

Children enjoy a healthy lifestyle. They learn good procedures for their personal hygiene, and understand that they wash their hands to get rid of germs. They make healthy choices in what they eat from nutritious options that include fresh fruit and vegetables. They learn about what is good for them and what happens to their bodies through discussion and planned topics. Children are made aware of their own safety as they understand how to use large equipment sensibly, and know what to expect if they must leave the building in an emergency.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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