

# St Georges Pre School (Benfleet) Ltd

Inspection report for early years provision

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**Unique reference number**

EY400800

**Inspection date**

11/05/2010

**Inspector**

Tina Anne Mason

**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*.

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## **Description of the setting**

St Georges Pre-School opened as a limited company in 2009. The group is situated in Benfleet, Essex and is accessed via a slope to the front door. The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open five days a week during school term times from 9.00am to 12.00 noon.

There are currently 39 children from two to five years on roll. Of these, 36 children receive funding for early education. Children attend for a variety of sessions. The pre-school serves children from the local community and surrounding areas. The pre-school supports children with special educational needs and/or disabilities and has experience of supporting children who have English as an additional language.

The group employs eight staff, all of whom hold an early years qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides a caring environment where there is a focus on ensuring that all children are making good progress in their learning. Staff work hard to transform the church hall into a stimulating learning environment for the children. Good systems of self-evaluation enable the setting to identify areas for development, and to prioritise improvements in regards to outcomes for children. Partnerships with parents and other settings ensure consistency in meeting children's individual needs, therefore providing an inclusive environment.

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

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

- develop further systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- maximise opportunities to develop children's independence during snack time, for example, by encouraging them to take responsibility for some tasks
- consider methods of storage to further promote children's independence and provide children with the ability to make greater choices in their play.

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

Effective procedures are in place to protect children. There is a clear written policy which outlines the procedures for reporting any child protection concerns. This includes the process to be followed should an allegation be made against a

member of staff. Robust recruitment procedures ensure appropriate checks are carried out on all staff and volunteers to confirm they are suitable to work with children, which helps safeguard children's welfare. All staff are appropriately qualified and induction procedures, appraisal systems and staff meetings ensure they are familiar with the setting's policies and procedures and can implement them in practice. All staff have current first aid certificates, therefore they are able to give the correct first aid care if needed. Parents are always given copies of any accidents recorded so that they can monitor the children at home.

The setting maintains the required written records of risk assessments, which include detailed yearly assessments of the setting and detailed daily risk assessments. The range of resources and equipment provided for all children is wide ranging and of very good quality. The manager and staff of the setting make best use of the premises despite the challenges of working in a shared busy church hall. They work hard to provide children with adequate choices in their play. Although, children's free choice is limited due to the lack of child-height storage. Children with special educational needs and/or disabilities are cared for appropriately. The pre-school has a special needs coordinator who works closely with other agencies, parents and staff to ensure that each child is supported in reaching their full potential. Toys, wall displays, signs around the setting and activities promote positive images of different people from throughout the community and wider world. There are also resources which reflect people with disabilities. Staff use Makaton sign language to assist in communication as appropriate.

Partnerships with parents and carers is good. Parents receive a wealth of information about the pre-school before their child starts. Information is provided for parents, in the form of policies and procedures, newsletters and children's developmental profiles. Parents meet with staff at parent evenings and the introduction of coffee mornings has been effective, allowing parents further opportunities to discuss their children's progress. Parents speak highly of the pre-school and staff. They feel the staff are very approachable and helpful, and feel very confident that their children are being left in very capable hands. Systems have been developed to forge partnerships with other practitioners of the Early Years Foundation Stage to support smooth transitions when children move on.

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

Staff support children's learning well. They offer them praise and encouragement and talk with them about what they are doing. They make regular written observations of children's progress and are able to link their observations to the different areas of learning. These clearly show the next steps that each child needs to take. Although, there are inconsistencies in how often children's learning journeys are updated, which means that the use of these records to inform planning for each child is not wholly effective.

Children come into the setting confidently and separate happily from their parents or carers. They come straight into the hall and begin to explore what is on offer at

each table and activity area. They quickly become absorbed in what they are doing and show good levels of concentration. Children enjoy creating collages using a range of materials. They used the scissors and glue with a good degree of competency, persisting if at first the scissors do not cooperate until they achieve the desired aim. Staff supervise with care but allow children to try to do things themselves so that they develop independence and take pride in their achievements, only intervening if the child is struggling with a task. Children know that help will be promptly offered if they need it.

Children are developing their communication, language and literacy skills through competent support from staff. They have many chances for mark-making and a fondness of books is well established, both by looking at books themselves and listening to stories. Children are learning that print has meaning and posters and labels provide sources of reference for this. Children are curious, confident and eager to learn as they use the construction toys to design and build. They enjoy a variety of sensory experiences, because they have access to a wealth of natural and sensory resources which promote self-discovery. Children's creativity is well promoted through role play opportunities, which assists in developing their imagination. They enjoy playing in the home-made dens and pretend to cook on the barbeque. Children have access to everyday technology in the role play area, such as cash registers, telephones and play cookers. Children explore information and communication technology competently, using the mouse with increasing skill and other programmable toys, contributing to their future economic well-being. Children are able to express themselves through creative activities including painting, collage, discussion, role play and early writing. They develop their physical skills as they play on a range of equipment that promotes their skills at balancing, climbing, catching and throwing. In addition, children are able to take part in activities with a fitness instructor, which enables them to have lots of fun and learn about their bodies and move with control and coordination.

Children are provided with drinking water throughout the session which is placed within easy reach so that children can help themselves at any time. Children enjoy a healthy range of snack options that include a good selection of fresh fruits. Snacks are offered at the fruit bar and then at circle time. Although, staff occasionally miss opportunities to develop children's independence at these times. Children go to wash their hands before eating, many without any support or direction from staff, and understand why this is important.

Children move carefully around the setting. Staff discuss with the children how to keep themselves safe, for instance pointing out the potential dangers of running inside the setting. Children quickly become familiar with the boundaries that are set. Children confidently chat to visitors, happy to share what they are doing and talk about their favourite things. Children make friends as they play and chat together over a shared activity. They cooperate effectively, for example, working together with group lotto game discussing which picture fits to whose lotto board. A good range of planned activities, displays, toys and resources depicting positive images of people from different cultures, races and those with disabilities help children to learn about the wider world.

## 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	2
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	2
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	2
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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