

# Sacred Heart Pre-School

Inspection report for early years provision

---

**Unique reference number**

133687

**Inspection date**

19/01/2010

**Inspector**

Aileen L King

**Setting address**

Sacred Heart Roman Catholic School, Greys Hill, Henley on Thames, Oxfordshire, RG9 1SL

**Telephone number**

01491 413892

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Sacred Heart Pre-School in Henley opened in 1977 and is a voluntary group managed by a committee of parents and carers. It operates from designated classrooms in Sacred Heart RC Primary School and serves the local area and beyond. There is sloped access to the premises.

The pre-school opens on weekdays, during school term times, from 9.00am to 11.45am and 12.45pm until 3.00pm. Children attend for a variety of sessions and there are currently 46 children on roll between the ages of two years, six months and five years. Of these 32 children receive nursery education funding and are in the early years age range. The pre-school supports children for those who speak English as an additional language.

The pre-school employs six members of staff to work directly with the children, of these one member of staff has a level 5 qualification in early years, two hold level 3, and two others are working towards level 3. One staff member has Early Years Professional Status. The setting receives support from the local authority and has links with the Early Years Foundation Stage in the school on site. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Sacred Heart Pre-school offers good quality provision in a warm and welcoming environment. The children are happy and settled and included fully in the range of learning experiences provided. The setting is well-organised and the staff work well together as a team to provide a caring and stimulating place for children to develop their skills and build confidence. Self-evaluation has been completed to provide an objective picture of what the setting does well and what needs to be done to ensure continuous and ongoing development and improvement. Combined with the effective team work the pre-school is well-placed to improve further.

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

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

- embed staff skills in evaluating the effectiveness of the provision towards enhancing children's learning
- implement plans to realise the full potential of the outdoor area.

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

Safeguarding arrangements are comprehensive and policies and procedures are secure. Training has been undertaken and the supervisor ensures staff are aware and informed fully of how to keep the children safe and free from harm. Major

headway has been made in the setting towards continuous improvement, but there is no sense of complacency and there is a clear, shared vision and ambition for the future. The recommendations from the previous inspection have been addressed fully. Resources are good, staff are deployed effectively to support the children's learning, and a good range of activities are offered. The setting is inclusive and there is a keen awareness of the diversity of the children's cultures and backgrounds. This is harnessed to good effect to enable the children to develop tolerance and understanding and also promote their linguistic skills. Staff have pride in the setting and enable children to build their own relationships with other children, for example, bridging language differences and playing and sharing cooperatively together. There is a good awareness of how to promote equality and diversity and staff manage this in a positive way.

Self-evaluation is objective and candid and the supervisor, ably supported by the deputy and the rest of the team have identified steps to improve the provision further. Developing evaluative and reflective practice has been a fairly recent focus of the work of the pre-school. Embedding this good practice has been identified as an area for further development. Partnerships with outside agencies are good, especially to support children learning English as an additional language and those with special educational needs and/or disabilities. To this end the partnership with parents and carers is put to good use and they are encouraged to be active participants in their children's development. Parents speak very positively about the group and how they feel welcomed and informed and that staff are very caring and have the best interests of the children at heart. One comment about the setting was 'brilliant, really lovely' and that the way in which the room was organised helped the children to focus on their learning. Partnerships are strong and the existing links with the school on site are being strengthened through increasingly effective communication.

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

The children have great fun in the setting, for example when replicating a snowfall using shredded paper. They are able to make a positive contribution to the group and beyond, helping to tidy up after an activity has ended and looking after the birds in the pre-school garden by making bird feeders. Staff are committed to the children and to their work and enable children to engage in shared and sustained thinking to develop their imaginative and creative ideas. The staff are adept in meeting the children's needs and recognising when they need support and also when they are able to use their own skills in concentrating, persevering and becoming increasingly independent. Staff initiate good levels of chat, conversation and interaction which means the children can practise and develop their vocabulary, whilst demonstrating their growing knowledge and understanding. Staff are vigilant in making sure the children are safe and the children's behaviour indicates they feel secure in the setting with no signs of anxiety. Parents reinforce that children feel settled and happy in the pre-school. The children's skills in mark making, writing, recognising numerals and using technology are well promoted and the records of their achievements in their 'learning journeys' confirm this. The setting is organised in such way as to offer areas where children can focus on

sharing books, exploring sand and water and also have great fun in the 'dinosaur den' based on the recent topic on dinosaurs.

Snack time is a social occasion and promotes healthy eating as children share fresh and dried fruit, milk and water. The children are reminded to wash their hands beforehand and this effective promotion of hygiene routines is appreciated by parents. The atmosphere in the setting is calm, purposeful and happy, there is a good balance of activities which children initiate for themselves combined with those directed by adults and the outdoor space is put to good use. The outdoor space is suitable, but not developed to its full potential and plans and the necessary resources are already in place to address this.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----