

St James's Pre-School

Inspection report for early years provision

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EY313952

Inspection date

12/02/2010

Inspector

Susan Linda Capon

Setting address

St James's Church Hall, St. James's Avenue, Beckenham,
Kent, BR3 4HF

Telephone number

0208 650 1144

Email

pachia@orange.net

Type of setting

Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

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.

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Description of the setting

St James's Pre-school opened in 2005. It is a privately owned group situated in a church in Beckenham in the London Borough of Bromley. Children access a large hall, two smaller play rooms and two garden areas for outdoor play. There are associated toilets and kitchen available.

The pre-school is registered to provide care for a maximum of 56 children between two and under eight years old at any one time. All the children may be in the early years age range and there are currently 88 children in the early years age range on roll. The group supports children with special educational needs and/or disabilities and those with English as an additional language. Children attending generally live in the local community.

The pre-school opens from Monday to Friday each week term time only for 36 weeks a year. Sessions are available everyday between 9.20am until 12.20pm. A lunch club is available between 12.20pm until 1.20pm on Monday, Thursday and Friday. Afternoon sessions are available on Monday and Thursday between 12.40pm until 3.15pm.

There are 10 qualified staff working directly with the children, including the provider who is supernumerary. Of these, three staff are undertaking the National Vocational Qualification to level 3 in childcare and one staff member has an Early Years Foundation Degree.

The pre-school has good links with the local Early Years team including the area Special Needs Coordinator.

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 outstanding.

The strong management and conscientious staff team are dedicated to providing high quality care, learning and developmental opportunities for every child attending. Children eagerly explore the extensive range of stimulating and interesting activities each session, keeping them all busy and occupied as they play and learn. Staff diligently ensure each child's personal needs are fully incorporated into the daily procedures, promoting inclusive practice throughout the pre-school. All staff continue to attend additional training opportunities, continually updating their personal childcare skills and knowledge, effectively implementing their learning into the setting. The ongoing extensive self-evaluation incorporates the views of all staff, parents and children, ensuring the management continues to reflect and improve the quality of the provision offered. All previous recommendations have been fully met demonstrating a clear ability to continue to improve and develop the provision. All staff continue to work very hard to develop

very good relationships with all parents, providing ample opportunities for them to be fully involved in their child's care, learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the Waterfield garden area, ensuring it is suitable and safe for the children to use in hot and sunny weather
- continuing to develop the use of pictures of the equipment and activities, promoting more opportunities for children to self select and tidy away the resources during each session.

The effectiveness of leadership and management of the early years provision

The manager's enthusiastic approach to developing the quality of her provision encourages all staff to work to a high standard at all times, providing quality care and learning for every child attending. Everyone implements the extensive, well written policies and procedures, ensuring the children are always safe and secure in the pre-school. The staff team continues to attend a wide range of additional training opportunities, using their new skills effectively within the group. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with the children.

The staff team effectively evaluates all areas of the provision on a regular basis and through its daily procedures. For example, weekly plans are evaluated to check they are effective and inclusive. The pre-school has completed The Big Talk programme extending their ability to actively support children with speech and language difficulties and those with English as an additional language, enabling these children to be fully involved throughout the session. For example, staff use props and visual aids to help children make their personal needs known. All previous recommendations have been acted upon and the nursery has clear plans for developing the Waterfield area through adding canopies to protect children in the hot sunny weather. Staff are photographing all equipment, enabling children to select their own resources and tidy them away correctly at the end of the session.

Staff undertake daily risk assessment of all areas of the provision ensuring the children's safety throughout the session. For example, the main gate is kept locked and a gate prevents children accessing the front door unnoticed. The well deployed staff provide a high adult to child ratio each day ensuring children are safe and secure as they move around the premises indoors and outdoors. Children are able to enjoy some one to one time with staff during the session.

Excellent systems are in place to effectively support every child in the pre-school including those with special needs and/or disabilities. Staff work closely with

parents and other professionals to maintain continuity of care.

The children's welfare and safety is paramount to the staff team. Staff are vigilant at all times as they supervise the children well while allowing them to develop their independence skills. They check they have the correct number of children each time they move around the provision, for example, prior to leaving to play in the garden and on their return. Staff ensure the extensive resources are suitable, clean and safe for children to use and regularly rotate them each week promoting a stimulating and interesting environment for children to explore. Children enjoy ample opportunities to extend their understanding of other people and the world about them through multicultural toys and equipment and discovering different festivals. For example, they enjoy learning about the Chinese New Year and cooking Chinese food in their café. Visitors to the pre-school include a French teacher and dance teacher each week.

Everyone in the pre-school has developed strong relationships with all parents. Parents are very happy with the care their children receive and find the staff warm, welcoming, friendly and supportive. New children settle quickly and enjoy their time at the group. Parents receive extensive information about the group through the policies and procedures, notice boards, curriculum plans, activities and open days. They have regular opportunities to discuss their child's progress and development. Parents particularly enjoy reflecting on their child's time in the group through reading their personal portfolio and looking at photographs and artwork included. Coffee mornings enable them to meet other parents and everyone is thrilled by their child participation in the annual Nativity play. Parent questionnaires, a suggestion box and rota for helping in the group enable everyone to be involved with the pre-school.

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

The hard-working staff team work well together as they fully embrace new staff to provide high quality care. They lay out and pack away an extensive range of activities, toys and equipment indoors and outdoors making the church hall and outdoor space their own each session. Children's artwork is displayed around the rooms, helping children develop their confidence and self esteem and they proudly show their parents their masterpiece. The children are learning to keep themselves safe as they take care walking up and down the steps outdoors and walk between the activities. They have developed good relationships with the staff team enabling them to share any worries and concerns they may have. All the children understand the importance of listening clearly when they practice the fire drill and know how to walk safely when visiting the Waterfield garden.

All the children are developing an excellent understanding of the importance of developing a healthy lifestyle. They all enjoy healthy, nutritious snacks during the morning and bring healthy items in their packed lunch boxes. Children understand fresh fruit and vegetables help them grow big and strong. Staff are fully aware of specific dietary needs ensuring these are always met during each session. The group operates a nut free provision and discourages parents from sending sweets

to celebrate a child's birthday. The children enjoy the snack bar, taking their snack when they are ready as they develop their self help skills. For example, they help themselves to the range of food and pour their own drinks. They are actively learning about recycling as they place their scraps into a bin to be placed on the compost heap. Children and staff follow good hygiene routines helping to prevent the spread of infection. Parents are aware sick children should not attend and staff notify parents of any infectious illness in the setting, for example, a case of chicken pox.

Children enjoy ample opportunities to participate in physical play indoors and outdoors. Staff use the two outdoor areas whenever possible and have spare Wellington boots for the children to use if it is wet or muddy. Indoors children enjoy a weekly dance session or using the large climbing apparatus. Outside they pedal a bike, hunt for mini beats and practise their climbing, jumping, swinging and sliding skills.

The staff team are fully conversant with the Early Years Foundation Stage curriculum, actively incorporating the six areas of learning into the extensive activities each session. Extensive planning, using weekly observations undertaken on every child in the group, ensures the individual needs of each child are fully met. Staff ensure all areas of development are covered equally and recognise the early learning goals children have successfully achieved. All sessions include a balance of adult led and free choice activities. Key workers write excellent quarterly reports which they share with the parents and children. Parents are fully involved in planning for their child's next steps for progression keeping them involved in their child's development. Staff work closely with other Early Years Foundation Stage provision individual children may attend, promoting continuity of care, learning and development.

All the children are making excellent progress through the early learning goals. Staff group the children appropriately for group activities, story time and singing ensuring they meet individual needs. All staff skilfully support each child's ongoing learning, encouraging them to develop good life skills for the future. For example, children are encouraged to discuss how the corn flour and water activity feels and what will happen if they mix two colours together at the painting table. Children are encouraged to use the toilet independently and most can put on their own coats and boots for outdoor play.

Children have developed strong relationships with the staff team. They separate quickly from their carer and eagerly select an activity of their own choice after group registration time. Staff provide a pictorial plan of the daily programme, discussing what they have done and what will happen next with their group. Children enjoy bringing in their toys to show their friends and talk about event happening at home, for example, going to grandma for the weekend. All the children enjoy looking at books on their own and listening to staff telling stories in the book corner. Story and singing props keep everyone interested and involved in small group time. Children enjoy growing plants in the garden smelling the herbs and digging in the earth. They enjoy creating their own model aeroplanes as they build with a variety of construction materials. All the children enjoy opportunities to explore the sand, water, dough, glue, paint or practise weighing and measuring

the ingredients for baking cakes. They can count competently to 18 and beyond and recognise the numbers one to nine. Parents are provided with activities to promote phonics in the home and children enjoy bringing in items for the interest table, for example, Chinese New Year week. All the children behave well and are developing the skills to share and play cooperatively together. Occasionally children require more help in this area and staff implement a reward chart to support individuals when required. All staff praise and encourage the children's achievements, helping them all develop good self esteem and confidence.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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