

# St Gregory's Child Care Trust

Inspection report for early years provision

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**Unique reference number**

EY267801

**Inspection date**

19/03/2010

**Inspector**

Jenny Batelen

**Setting address**

St Gregory's School, Knapp Road, Cheltenham,  
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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).

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. Gregory's Child Care Trust is located in new, purpose built premises attached to St. Gregory's Primary School in the centre of Cheltenham. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register from June 2009.

The setting offers before and after-school care, holiday care and pre-school care and education. Care is offered from 8am until 6pm from Monday to Friday, all year. The pre-school children have access to two large playrooms, a smaller story room and an outside purpose-designed play area. They also make use of the school hall and lunch room. The school age children have the use of the small school hall and a room in the new premises. The outdoor area used by the school-age children includes a secure all-weather pitch and a playground. There is disabled access.

The nursery offers funded nursery education places for children aged three and four years. Up to 60 children of the early years age group may attend at any one time. There are currently 86 children on roll for the pre-school provision and 100 for the out-of-school provision. The Childcare trust supports children with special educational needs and/or disabilities and those who speak English as an additional language. There is good support from the local authority and strong links with the school.

All staff supervising the children have recognised childcare qualifications at level two or three. They have all attended first aid and child protection training. The Trust employs 20 staff to care for the children. Overnight care is not provided.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs and interests are highly valued and met through observation and discussion. A wide variety of activities, adult-led and independent, ensure that all children are able to make good progress. Self-evaluation by staff focuses on ensuring the best for the children. The experience and commitment of the manager, staff and Trust ensure that there is very good capacity to improve.

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

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

- ensure consistency in the way records of assessments are kept in order to further improve progress of children.

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

The leadership and management of this childcare provision are outstanding. The commitment and experience of the manager and the Chair of the Trust ensure that staff are well-motivated and children are able to make consistently good and often better progress. Policies, procedures and risk assessments are in place, including a daily check of the environment, and regularly reviewed by the whole staff. There is a thorough understanding of the Early Years Foundation Stage requirements. Adults have appropriate qualifications and undergo ongoing training. There has been excellent progress on the recommendations from the last report.

The welfare and safety of the children is very important, and this is reflected in established routines and safeguarding procedures that comply with current legislation. The setting encourages happy, confident and independent children, who play very well together and chat happily to staff and the visitor. In the out-of-school provision, the needs of the early years children are exceptionally well met because of the provision of their own room and the ongoing dialogue with the school.

High quality resources and the design of the building enable all children to make very good progress in a variety of activities of their choice. Children with special educational needs and/or disabilities are identified and helped to make good progress with appropriate support. The work of the setting is constantly evaluated by senior leadership, taking into consideration the views and suggestions of staff. Parents' suggestions are considered through regular questionnaires and daily chats with staff. 'We want to be the best because the children deserve it', is a comment from a senior member of the team that sums up the childcare's commitment to constant improvement.

Links with parents and carers are excellent. Key information is on display, throughout the building. Newsletters and regular parents' evenings keep parents informed about what is happening and the progress their child is making. Parents agree that they are 'kept informed all the time'. Other comments from parents and carers such as 'the staff are very knowledgeable and know my child well' and 'there is support for the whole family' reflect the very positive relationships. Parents also comment positively about the excellent links with the school and the Christian ethos. 'Children's faith is encouraged and there is wonderful integration with the main primary school', is a comment on a parent questionnaire. The setting works closely with the school who value the provision as the first steps in the children's learning and see it as an extension of their work. As a result transition to school is a positive experience for the children. Links with external agencies are strong and the setting is well supported by the local authority.

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

All children are able to make good, and often better, progress towards the early learning goals. They thoroughly enjoy their time in the setting and make independent choices of their activities, including reading a book at a picnic bench, playing with sharks and crocodiles in the water tray, taking their play swords onto the pirate ship and sailing away on an adventure.

The secure and safe space is exceptionally well-equipped and all resources are easily accessible. The indoor space includes two main rooms which reflect each other in activities provided, and a third space, allowing for quieter activities. The outside area is arranged for all the areas of learning to be addressed. Children enjoy the chance to sit together outside and retell the story of the Three Little Pigs, using actions.

Children's safety and well-being is very important, and established routines ensure that children move safely around the space. Children are independent in their hygiene routines and health issues are correctly addressed. Key workers are allocated to all children and stay with the children during their two years in the childcare. Excellent relationships exist between all in the pre-school, behaviour is excellent and as a result children work and play very well together. Parents have the opportunity to contribute to the children's development using 'wow' vouchers which record children's achievements at home and these are then transferred into the Learning Journeys.

Planning is based on themes and responds to the interests and developmental needs of the children. Observations and conversations with children help staff to identify their interests and incorporate these into the planning. Children's work is valued and displayed. Assessments from observation and commentary are recorded in the children's Learning Journeys, but there is not yet a consistency across the key worker groups in the way these assessments are recorded and presented. Parents value the Learning Journeys and can borrow them at any time to share with family at home. The close links and discussion with the school means that staff can identify areas to develop further for early years children attending the out-of-school provision.

Children are encouraged to develop a healthy lifestyle through healthy drinks and snacks, which they sit down and share at snack time. Exercise is planned for through use of the school hall for two PE sessions every week and the free use of the outside area. Children's understanding of the wider world is developed through the celebration of festivals and members of the group and visitors representing different cultures. There are opportunities for children to have music tuition with the school's music provision. Because of the close links and children's familiarity with school staff, children are prepared well for the transition to school.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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