

St James' Pre-school Link

Inspection report for early years provision

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Inspector

Lorraine Sparey

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 James' Pre-school Link operates from the main hall adjoining St James' Church, in the grounds of St James' Primary School in the Pokesdown area of Bournemouth. They also have use of the adjacent school playground for outside play. The pre-school is privately owned and has been registered since 1996. A team of eight staff work with the children, and of these, six have appropriate childcare qualifications.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children aged from two to five years and operates each weekday morning during school terms from 8.45am until 12 noon. There are currently 43 children on roll, and of these, 42 are in receipt of nursery education.

The pre-school receives support from the local authority and are members of the Bournemouth Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish and thrive, clearly enjoying their time in the setting. They are extremely motivated in their learning, benefiting from highly skilled staff delivering a rich curriculum in a child-centred environment. Staff clearly know children's individual needs, implementing highly effective procedures to ensure these are met. The setting has made excellent progress since their last inspection in addressing the recommendations. All staff, including the owner, demonstrate high levels of commitment and enthusiasm, ensuring children are making very rapid progress in all areas of their development and learning.

What steps need to be taken to improve provision further?

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

- developing further the observation and assessment systems to ensure consistency.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded because staff demonstrate clear knowledge and understanding of possible signs and symptoms of abuse and effective procedures to follow in the event of a concern being raised. Staff work exceptionally well together as a team providing high levels of supervision in all areas of the setting to ensure children's safety. Regular risk assessments and daily safety checks ensure that the environment is safe and secure. Staff attend health

and safety training to update their knowledge. Comprehensive recruitment and vetting procedures ensure that adults are suitable to work with children. Regular appraisals provide opportunities to look at staff's skills and knowledge. As a result, staff are able to further their personal development.

The resources are used effectively to ensure that children have excellent opportunities to develop in all areas of their learning following their individual interests. Staff have developed excellent procedures ensuring the children's learning environment, which is set up on a daily basis, is frequently changed to provide a stimulating surrounding. Staff are deployed effectively to ensure that all children are extremely well supported developing their confidence and self-esteem. The setting has a wide range of resources to support children's interests, for example, one child shows an interest in horses. The setting provides some toys and the child's key person brings in a wide range of horses from her home to extend the child's learning. Staff monitor all children's progress to ensure they are narrowing the achievement gap between the differing abilities.

The setting has developed highly effective monitoring systems to ensure that everybody connected to the setting has the opportunity to be involved. They have devised clear aims for the group which includes every child reaching their full potential. Parents have opportunities to put forward their views both in a formal way and through regular discussions with staff. Children are encouraged to be involved in the evaluation process through using digital cameras to record their time in the setting. In addition, they have used the Ofsted self-evaluation as a tool to monitor the practice. Clear action plans are in place to ensure continued improvement. Staff take a full and active role in monitoring and evaluating. For example, a member of staff subscribes to Nursery World and often uses articles and suggestions to support the setting's development.

Staff develop its really positive relationships with parents and carers. They are fully involved in their child's learning and parents report that staff are very professional, caring and extremely committed to providing the best for the children. They also report that their children are making very good progress and benefit from the wide range of activities and play opportunities available. Parents and other family members are encouraged to be fully involved in the children's learning. For example, grandparents visit from other countries and talk with the children about their experiences. The setting has developed highly effective systems to share information with other early years professionals and settings that the children attend to ensure children's needs are well met.

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

Children are exceptionally confident and eager to come into the setting. They quickly settle at various activities and play opportunities, often developing their own ideas supported by the highly skilled staff. Children's individual needs and interests are exceptionally well met. Staff tailor activities specifically to meet their needs, for example, a child shows an interest in the natural world. Staff provide frogspawn and giant African snails which the children observe and care for. This

gives them the opportunity to learn about life cycles. To extend their learning, children are encouraged to grow vegetables. Other children show interest in Dragons. Staff encourage children to draw around the large dragon puppets, painting and decorating them as they wish, developing their creative ideas. Children participate in a balance of adult-led and child-initiated activities. They have excellent opportunities to try out various roles in the well-resourced role play area which is frequently changed to various situations such as a hospital, a castle and a shop.

Children are making very rapid progress in all areas of their development and learning because staff clearly know their individual needs and children are extremely motivated in their own learning. Observations, photographs and input from parents provides opportunities for staff to assess children's progress and effectively plan the next steps in their learning. However, at times, staff use different systems to record their progress which results in an inconsistent approach to the planning.

Children automatically take responsibility for their own health and safety. They confidently find a tissue, blowing their nose and disposing of it appropriately. They know when and why they wash their hands and are particularly independent in their personal skills. Children follow simple rules understanding how to keep themselves safe. They regularly practise the evacuation procedures to ensure they are familiar with what to do in an emergency.

Children's behaviour is exemplary. They show consideration to their peers and to the staff, saying please, thank you and excuse me at appropriate times. Children benefit from the consistent use of praise and encouragement from all the staff. They are keen to follow the excellent role models of the staff. For example, one child says 'Well done, you're doing really well' to a member of staff who is participating in the concert with the children. Children have excellent opportunities to learn about the wider world through interesting activities and using the wide range of resources that promote diversity.

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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