

# Little Saints Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109877
<b>Inspection date</b>	17/06/2010
<b>Inspector</b>	Lorraine Sparey

<b>Setting address</b>	All Saints Church Hall, Rownhams Road, North Baddesley, Southampton, SO52 9EU
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<b>Email</b>	
<b>Type of setting</b>	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**

Little Saints Community Pre-School opened in 1980. It operates from a room in a church hall in North Baddesley. The pre-school serves mainly the local area.

The setting is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of 26 children may attend at any one time, of these all may be in the early years age group. There are currently 72 children on roll, including 61 children who are funded, all of whom are in the early years age group. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are Monday 9.00am until 11.30 am Tuesday-Friday 9.15am-11.45am and Tuesday, Thursday and Friday 12.30pm until 3.00pm.

A team of five part-time and two full-time staff work with the children. All staff hold an appropriate early years qualification. The setting receives support from the local authority. The setting has recently gained Level 3 of the accreditation 'Aiming High'.

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

Overall the quality of the provision is good.

Children are motivated in their learning and clearly enjoy their time at the setting. They participate in a wide range of play and learning opportunities that promotes their development. Staff work closely with parents and other professionals to ensure that children's individual needs are effectively met. The setting has made good progress since their last inspection in addressing the recommendations to improve outcomes for children.

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

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

- develop further the observations, assessment and planning systems to ensure that they include the next steps for individual children.

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

Children are effectively safeguarded because staff demonstrate clear knowledge and understanding of all aspects of safeguarding. Staff regularly update their knowledge of potential signs and symptoms of abuse, and there are effective procedures to follow in the event of a concern being raised. Parents are provided

with information on the staff's role and responsibility in protecting children from harm and neglect. Staff complete regular risk assessments and safety checks to ensure that children can freely move around the environment with safety. The premises are secure and well maintained. Clear recruitment and vetting procedures are in place to ensure that all adults working with the children are suitable to do so. Staff have annual appraisals and regular opportunities to identify any training they wish to attend to support their personal development. Staff work well together as a team and are well supported by the committee. The managers are very enthusiastic and skilled at motivating the staff in successfully providing good quality care and education.

Staff work very hard to create a welcoming and child-friendly environment. The space available is used well to support opportunities for children to move between the indoors and outdoors freely during the session. A good range of resources are provided in both areas to increase children's learning opportunities. Colourful wall displays which staff put up each day helps the children to gain a sense of belonging. The setting has a good range of resources that increases children's understanding of diversity. Staff implement effective procedures to ensure that children who have English as an additional language are well supported including providing dual language books and parents sharing their cultures and practices with all the children.

The setting has implemented effective procedures to successfully monitor and evaluate the provision. They have recently completed an accreditation scheme gaining a Level 3. This provided opportunities for them to evaluate the whole provision in depth. For example, the setting trial an open week for new parents who can visit and spend time in the setting, observing the routines. However, staff and committee realise that a constant stream of adults and younger children can affect the dynamics of the group. They recognise some children found it difficult to settle, disrupting other children's play and learning. Parent questionnaires, visits from local authority support workers and sharing good practice at cluster meetings enable staff to critically review their practice. In addition, staff visit other settings to observe different types of practice. Children are encouraged to be involved in evaluating through discussions and sharing their interests.

Staff develop effective relationships with parents and carers. They initially receive a parent handbook which provides good information about how the setting operates, the committee, the routines and policies and procedures. Staff liaise closely with parents and there are opportunities for them to be involved in their child's learning either through sharing their skills within the setting or contributing their knowledge towards their children's development records. Parents report that they are very pleased with their children's progress. They particularly like the staff group who are committed, friendly and helpful. The setting has implemented successful procedures to share information with other early years settings that children attend. They develop good relationships with other early years professionals to ensure that children's individual needs are effectively met.

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

Children are keen to come into the setting and share their news and talk about toys and objects they have brought in from home. They listen with interest during 'show and tell' and staff use this opportunity to extend children's learning and to build on their confidence and self-esteem. A child proudly shows their dinosaur and talks about how they put the egg in water and it grew. Another child shows off their cars and van. Staff ask effective open-ended questioning 'If you take the van away from the cars, how many would you have left?'. Children quickly identify two. Children confidently talk about the dinosaur hatching from the egg. Children are developing good relationships with their peers and the adults because staff know their individual key children well. Children have good opportunities to develop their own ideas and are supported and extended by committed staff. Activities link to children's individual interests. For example, a child shows interest in music. Staff provide musical instruments from around the world extending their knowledge by providing a map identifying where the musical instruments originate. Children make their own sounds using buttons and different size and shape containers. They enjoy experimenting with loud and quiet sounds. A member of staff extends the activity by encouraging the children to make different patterns with the buttons, counting them and placing them in size order.

Staff complete regular observations with the children and their key person is responsible for ensuring their development folders show a record of children's progress. Generally staff know what the next steps are in children's learning. However, there is no consistent approach to ensure that all areas of children's learning and development are planned for to fully promote their progress. Staff have identified this is an area they want to improve and are seeking advice because they feel their old system was more secure in enabling children to progress.

Children demonstrate good awareness of healthy lifestyles. They automatically put on sun hats as they go outside. Children follow good hygiene practices after using the toilet and before snack. They are encouraged to be independent at snack time pouring their own drinks. Children learn about safety through clear discussions with staff who encourage them to think about the consequences of their actions. For example, at singing time they have a discussion about staying safe when outdoors, building on the song 'Five little ducks went swimming one day'. Children talk about getting lost which was reinforced by staff reminding them about staying close to their adults. Children are encouraged to use equipment safely and staff give clear explanations about how to use the resources.

Children are generally well behaved and demonstrate good manners throughout the session. Some children test the boundaries and staff are consistent in their approach to managing behaviour. Children learn about the wider world through projects. A child talks to a visiting adult about their extended family who live in another country.

## 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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## **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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