

# St Matthew's Pre-School

Inspection report for early years provision

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**Unique reference number** 122612  
**Inspection date** 12/05/2010  
**Inspector** Helen Penticost

**Setting address** 71 Station Road, Redhill, Surrey, RH1 1DL

**Telephone number** 01737 778162

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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 Matthews Pre-School has been registered as a sessional care facility since 1993. It operates from the church hall of St Matthews Church situated in the area of Redhill, and serves the local community. The group has access to a large hall, kitchen and toilets. Children have access to an outside play area which comprises of a grassed and paved area.

The setting are registered on the Early Years Register and may care for a maximum of 26 children in this age group. There are currently 59 children on roll, which includes 46 who are in receipt of funding. The pre-school is currently caring for children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school opens each weekday mornings from 9.15am until 11.45am and on Monday, Tuesday and Friday afternoons from 12.30pm until 3pm. The pre-school is open term time only. There are currently eight members of staff, five of whom hold appropriate childcare qualifications and one member is working towards a qualification. They also have training in first aid and child protection.

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

Overall the quality of the provision is good.

Children are very well cared for and show this through their happiness, confidence and enthusiasm for learning. They make good progress in their learning and development through the effective systems that are in place. The deployment of resources is a particular strength of the setting. The setting fosters good partnerships with parents as the families are involved as part of the setting's commitment to inclusion. They drive the continuous improvement of the pre-school through clear ambition and a positive vision for the future. This results in the needs of the children being very effectively met.

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

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

- ensure that the organisation of snack times develops children's independence
- ensure that hand washing routines prevent the possible spread of infection.

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

Safeguarding is a priority for the setting and children are kept safe due to the effective procedures and the clear understanding of the roles and responsibilities in protecting children. Robust recruitment and vetting procedures are in place which ensures the continuing safety of the children. There are clear policies and procedures in place which are fully understood by the staff; these form part of

their daily practice. For example, risk assessments, attendance and visitors' records, as well as accident and medication records, are all carefully maintained. Documentation is very well-organised, readily available for inspection, stored securely on site to protect confidentiality and amended as soon as changes occur to keep information up-to-date and accurate. The registration certificate is prominently displayed to allow scrutiny, as is a poster that explains how parents can contact Ofsted. Staff promote children's understanding of keeping themselves safe, for example, they regularly participate in fire evacuation drills. Procedures are in place to support children's health needs, however, hand washing routines do not always prevent the possibility of cross-contamination.

The systems in place for self-evaluation are good. Parents are included in this process where their opinions are sought through the use of a questionnaire. An effective appraisal and training programme is in place providing many opportunities for the staffing team to develop their professional status. Children have access to a vast array of toys, resources, equipment and play activities which create a rich and stimulating learning environment that meets the needs of the children attending. Resources are exceptionally well organised to encourage independent play, ensuring that children are active and inquisitive learners. Staff are very well deployed within the setting ensuring that children are fully supported in their learning and development at all times.

Inclusion and diversity are fully embedded into everyday practice to ensure that setting is accessible to all children. Toys and resources promote realistic images of diversity and children have every opportunity to learn about the differences between people in society. The setting is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language. Good links are made with external agencies to ensure that the child's specific individual needs are highlighted and met by the staffing team. Effective procedures are in place to support children who attend another early years setting and for those moving on to primary school, which ensures continuity and consistency of care and learning. Parents have very positive views. They describe the setting as having a 'Friendly atmosphere, welcoming, good routine but also flexible' and a 'Secure and happy learning environment with plenty of adult attention'.

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

Staff are very sensitive to children's individual needs, including those children with additional needs, so the children feel safe and secure. This in turn, enables children to have an enthusiasm and a positive attitude towards learning. Staff regularly observe and monitor their key children's learning and development, identifying achievements and next steps for learning, to help each child along their journey towards achieving the early learning goals of the Early Years Foundation Stage. Children learn to manage their own personal care, for example, as they have access to tissues and dispose of them appropriately. Independence is generally encouraged, however, the organisation of snack time does not allow children to learn about volume as they pour their own drinks, or to help with

preparing the food.

Children develop a good awareness of adopting a healthy lifestyle through everyday routines but also as they undertake activities surrounding a theme. For example, they look through a box of food and sort them into healthy foods and treats. They then record their findings onto a food wheel that is divided into five sections to represent the five portions a day. Ongoing explanations from the staffing team about safety issues help children begin to understand how to keep themselves safe. Children take part in daily physical play and they make good use of the free flow system to the outdoor area that is also well equipped. Indoors, they steer tricycles with skill, balance on the beams and enthusiastically take part in music and movement sessions.

Children enjoy using a very good range of technological equipment, which is used everyday. For example, they use a computer with age appropriate games, a light box, a camera and a digital photo frame. Children enjoy looking at photographs of themselves and call to their friends as their photograph appears. Different resources, such as shells, coloured feathers and tissue paper, are used on the light box and the children explore the changes in the materials. The children access pods filled with equipment that develops their knowledge and understanding of the world around them. For example, one pod is filled with plastic mini beasts with leaves and soil and the children investigate with their magnifying glasses and then use a book to identify the insects. They recall events in their lives, such as when the snow fell, making footprints and what clothes they wore to keep them warm.

Children's understanding of the written word is supported well. Each child has their own label with their photograph displayed alongside their name and the language(s) that they speak, which are written in their correct script. They enjoy story times and also create their own books from their adventures with the setting's teddy bear. Photographs of their local community enable children to develop an understanding of their immediate surroundings. Children's behaviour is good and is managed very well by the staffing team, who consistently give children explanations as to why their behaviour is unacceptable. The setting enables positive outcomes for all children and their families.

## 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	1
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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