

St. John's Pre-School

Inspection report for early years provision

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06/05/2010

Inspector

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Setting address

St. Johns Pre-School St. Richard Room, St. John's Church,,
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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 Johns Pre-School opened in 1971 and moved to its present accommodation in 1998. It is a community group supported by a parents' committee. The pre-school operates from the St. Richard's Room at St. John's Church, close to the town centre of Newbury in Berkshire. The group has access to a hall, kitchen, toilets and a small outdoor area. The pre-school serves the local community.

The pre-school is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register to care for up to 24 children aged from two to the end of the early years age range. Currently there are 27 children on roll. Of these 20 are in receipt of government funding for nursery education. The setting is open each morning from 9.15am until 12.15pm, there is a lunch three days a week from 12.15pm until 1.15 pm

There are four members of staff that regularly work with the children. Of these, three have relevant qualifications at level 2 and 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children at St John's pre-school are progressing very well. They enjoy their time in the setting and are able to take part in a very wide range of activities that the skilled staff plan for them. The children interact very well with the staff, who know the children well. Staff welcome and support each child regardless of their backgrounds and work very closely with parents to meet the children's individual learning and welfare requirements. The setting understands that each child is unique and has individual needs. The pre-school has a clear understanding of the strengths and weakness of the provision they offer and take effective steps to improve. The recommendations set at the last inspection have been met.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 31/05/2010
- ensure the safeguarding policies and procedures include a policy to be followed in the event of an allegation being made against a member of staff and ensure all staff fully understand the safeguarding policies and procedures. (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of 31/05/2010

the Childcare Register)

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

- improve the range of resources, displays and posters that are aimed at helping children learn to value diversity
- further promote children's safety by ensuring the entrance doors to the hall are made completely secure.

The effectiveness of leadership and management of the early years provision

The setting is well organised with most of the policies, procedures and records that are necessary for the safe and efficient management of the Early Years Foundation Stage in place. However, the record of the risk assessments is not dated or signed and does not show a date for review, which is a requirement of the Early Years Foundation Stage. Protecting the children and keeping them safe is a very high priority in the pre-school; but not all staff are fully confident in the procedures they would take if they have child protection concerns and a necessary part of the child protection policy is not in place. All the staff and relevant committee members have been appropriately vetted to ensure their suitability to have contact with children. Any unvetted adults, such as parents on rota, do not have unsupervised access to the children. Most staff have early years qualifications, they are all keen to continue to attend relevant training to enhance their professional knowledge and to continue to improve the outcomes for children.

Children play in a very warm, welcoming and well-planned environment. The hall that is used is light, well-maintained and safe. It is organised into different learning stations that promote the children's learning in all areas. The hall is attractively decorated with posters, displays and photos of the children at play. The toys and resources that the children use are well presented and stored within their reach; so that the children can develop their independence by choosing what they wish to play with and whether they would like to play indoors or outside. Throughout the session the children can freely access the safe, enclosed, outside area, and use a good range of outdoor play resources. The premises have been well risk assessed to identify and minimise any potential hazards to the children. The front doors into the premises are not completely secure as they do not have an alarm to warn staff if they have been pushed open.

The pre-school aims to provide inclusive provision; the staff work closely with parents and other providers that the children use to ensure their individual needs are met and that the integration of care and education is promoted. The setting effectively monitors and evaluates the quality of the provision it provides. Staff use self-evaluation and the input of the local early years advisor to identify some targets for future improvement.

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

Children are learning and developing very well at the pre-school. They are very settled and display confidence in their daily activities. They arrive happily and quickly settle to a 'group time' when they share news and talk about the day's activities. They then decide their own activities from the wide range on offer. Staff provide age-appropriate play opportunities that extend the children's interests and that are planned to help children move forward on an individual basis. Staff observe the children at play and record their progress towards the early learning goals. If they feel children need extra help in any area or a learning area is not being promoted enough, this is included in the forward planning. The very good planning, observations and assessments used contribute to the children making very good progress. Parents meet with the keyworkers each term to discuss their children's progress and the observation records; at these meetings they often add their own comments about the children's learning at home to the records.

Children enjoy writing and mark-making, especially using their new mark-making trolley which has many different resources for the children to explore. They use the laptop computer and printer with growing confidence and skill. The children especially enjoy role play, dressing-up and using small world toys. Each day they have opportunities to paint and use messy resources, they can freely select their own creative materials. When playing outside they use balls and a goal, explore sand and ride bikes to develop their physical skills. At inspection they were planting sunflower seed which they can take home and watch grow. They particularly enjoyed painting a 'house' they had made from cardboard boxes.

Staff promote children's good health and well being. They help them to practise good hygiene routines such as washing their hands when necessary and ensuring they have opportunities to play outside in the fresh air. Each morning a parent takes their turn to provide and prepare the daily snack for all the children. This is extremely attractively presented and is always healthy and nutritious. Children practise their independence by serving themselves and choosing what they would like to eat and drink. If any children have special dietary requirements these are well noted and observed. When children stay to lunch club parents provide packed lunches, parents are given information about suitable lunch box foods in their newsletters. Children are learning about keeping themselves safe. They regularly practise the emergency evacuation procedures and discuss why these are important. The rules of the setting include 'walking inside' so that they do not hurt themselves or others. Each morning, at group time, staff reinforce the behaviour rules with the children; these are based on considering the needs of others. The children are very well behaved. Staff offer them continual encouragement, and praise their achievements, they very proudly receive stamps or stickers as a reward.

The children play well together or independently. They learn to co-operate with others, for example, when tidying up or when painting the 'house' outside. They are progressing very well in communicating and literacy skills and enjoy stories and singing together. Their skills in using information and technology are developing

well. They are learning about the wider world through the resources they use and the activities they take part in, such as marking St George's and St Patrick's day. However, the range of resources available to fully promote the children's learning about diversity is quite limited. The children are learning well the skills that they will need for their future development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 31/05/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 31/05/2010