

# St Peter's Under 5's Pre-School

Inspection report for early years provision

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**Unique reference number**

133990

**Inspection date**

27/05/2010

**Inspector**

Tom Radcliffe

**Setting address**

St Peter's Church Rooms, First Turn, Wolvercote,  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Peter's Under 5's Pre-School has been open for over 35 years. It is managed by a voluntary committee including parents whose children attend the pre-school. It operates from a hall behind St Peter's Church, in Wolvercote, on the northern outskirts of Oxford. An enclosed outdoor play area is provided to which all children have access. The pre-school reflects the local mixed area of the village of Wolvercote itself and north Oxfordshire.

The pre-school is registered on both the Early Years register and the voluntary and compulsory parts of the Childcare Register. The registration allows for no more than 20 children from 2 years to the end of the early years age group at any one time. The pre-school opens on Mondays, Tuesdays, Wednesdays and Thursdays during school terms. Sessions run from 9am to 12 noon. There are currently 18 children from two to five years on roll. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language. Children attend for a variety of sessions.

The pre-school employs four members of staff, of whom two have an early years qualification at level 3. Other staff are undertaking appropriate early years qualifications. Regular support is received from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides an interesting play and learning environment for children where their individual needs are understood and given satisfactory attention. Children are able to make decisions as they play and show levels of independence as they explore the learning opportunities that are made available to them. A thoughtful deployment of staff allows children to enjoy their time in the setting. The setting promotes partnerships with parents, the local authority and other settings which are beginning to have a positive impact on children's progress. In addition the setting uses self-evaluation and the views of others to gain an understanding of its strengths and weaknesses. This allows the provider and manager to create action plans which are beginning to enhance its level of provision and outcomes for children.

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

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

- continue to develop systems for the observation and assessment of children to ensure that they achieve as much as they can in relation to their starting points and capabilities.

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

Parents have access to written policies and procedures which ensures that the setting is managed safely and in the interests of all its users. Children are safeguarded as staff understand procedures that are in place and consistently implement them. Staff are vetted for suitability appropriately, and the provider ensures that the correct number of staff hold the required qualifications. The manager promotes a team approach which helps staff's understanding of effective working practices. Staff support the choices that children make and ensure that they are kept safe as they access facilities, which are risk assessed to minimise hazards. This allows children to play confidently indoors and outdoors. This has a positive impact on children's ability to make decisions. Children's health and well-being is promoted within the setting, for example, in cases of minor injuries or illness. The setting's daily working routines are also hygienic which helps to protect children's health.

The provider uses self-evaluation to form an opinion of the setting's strengths and what it needs to improve. The manager plays an active part in this process as she gathers information from a variety of sources. She also ensures that staff can contribute to bringing about improvements through action planning and when priorities for improvement are set. The setting reflects on its work with children and regular staff meetings are used to share ideas, approaches and aspirations for the future. There have been significant improvements made since the last inspection and the provider is committed to ensuring that this continues. The setting promotes all its partnerships, for example with the local authority and with parents, to support children's ongoing learning and to enhance its level of provision.

Children play in well organised accommodation which provides space and interest for them. The setting arranges play opportunities to ensure that children are able to experience all areas of learning and development. Staff promote children's choice and are deployed to be able to help children, enhance their learning and intervene to promote conversations and their understanding. This is an important feature of the work of the setting and is valued by both children and parents. The setting promotes inclusive practice as all children are treated as individuals with the ability to build on what they can already do. Children are provided with learning opportunities to enable them to have an understanding of their diverse world. Children with additional learning needs are supported by the setting as nominated staff help to set individual learning plans to meet their needs. In addition staff liaise with the other professionals to support individual children as required.

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

Children are able to make progress as they take part in play which is mainly child-led. The setting uses regular observations on children to gain an understanding of

the progress that they make and how they react to play opportunities. Children's progress is measured from known starting points and is used when designing their next steps in learning. Written records of children's achievements enable the setting to track children's progress and ensure that their interests are followed when creating a play environment. Staff support children's free movement within all available space, as a result, children decide to play with modelling clay, share books or make patterns with flowers. Children respond to the support that adults give them and listen carefully as things are explained to them or when they learn new words. Children like to include adults in their play and use role play equipment on imaginary shopping trips or when playing outside. This helps children develop their spoken language and gives them the confidence to express their ideas and answer questions. Children's physical skills and use of their imaginations is promoted as children play outside. A group of children invented a train journey outside as they collected tickets, sat passengers down and planned a route. Children experience number and mathematical ideas as they play and use a range of messy play equipment. Their early writing skills are enhanced through role play and mark making and children gain an understanding of letters and sounds as they sing songs or listen to stories. In addition children show an interest in using ICT equipment and have many opportunities to learn about using their names in a written form. Children also have the opportunity to work directly with adults, for example, when cooking or in circle time activities. The setting has a satisfactory understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience. The setting has improved its approach to planning and assessment though its tracking of children's progress lacks rigour to ensure that children achieve as much as they can in relation to their starting points and capabilities.

The setting promotes children's welfare satisfactorily. Children are safeguarded and have an understanding of their own safety and that of others. Children also show an ability to mix well with other children and play together as they share equipment and listen to each other. Staff manage children's behaviour effectively as they use praise and make children aware of what is expected of them. Children often arrange their own play experiences and show the ability resolve issues themselves. Staff allow children to have an understanding of the varying needs of other children, for example, that children of different ages may have varying skills and abilities. This takes place as children of all ages play together. In addition children show the ability to concentrate and they are learning that different activities require different response, for example, when playing outside or when having a snack with other children.

The setting promotes outcomes for children satisfactorily. Children enjoy the freedom to explore and make choices. This helps to ensure that children are generally purposefully engaged in activity and are motivated to do so. Children feel safe when in the setting and have an age-appropriate understanding of how to keep themselves safe. Children have secure and trusting relationships with adults which contributes to their overall happiness and confidence. Children have a growing understanding of health and important life choices as they think about what they eat and enjoy physical activity. Children generally respond well when adults encourage them to try harder things and learn new skills. They also

generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared for future learning needs.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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