

# St Georges Pre-School

Inspection report for early years provision

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**Unique reference number**

EY402152

**Inspection date**

15/06/2010

**Inspector**

Janet Fairhurst

**Setting address**

St.Georges Church Hall, Boundary Gardens, HIGH  
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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).

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## Description of the setting

St. Georges Pre-school Limited opened under the current management committee in 2010. It operates from St. Georges United Reformed Church in the High Heaton area of Newcastle. Children have access to the church hall and an enclosed outdoor play area. The pre-school is open each week day from 9am until 12pm term time only.

They are registered on the Early Years Register for a maximum of 35 children at any one time. There are currently 38 children on roll. The pre-school employs seven members of staff, of whom, four hold early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm and inclusive environment where children are happy and settled. Children make good progress in their learning and development because staff plan a broad range of interesting activities and effectively support them to learn through their play. The setting demonstrates a good capacity to maintain continuous improvement, and all staff and management have a clear understanding of areas for development.

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

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 08/07/2010

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

- build upon existing systems for monitoring children's progress to show how children's next steps are effectively planned for
- consider further ways to develop opportunities for informal discussions with parents about their children's progress and the opportunities for them to regularly review their children's development records.

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

Systems ensure that children's welfare is protected. Staff members are aware of local safeguarding children procedures and know how to implement them effectively to safeguard the children. The written policy is thorough and systems

ensure that it is known by staff and shared with parents. There is a robust staff recruitment procedure ensuring children are cared for by suitable staff. Appraisals identify strengths and the provider actively supports the staff's professional development through attending relevant courses. This provides a good basis to drive improvement and raise standards throughout the setting. Accurate recording procedures are in place if children have an accident and medication procedures are in place should a child require medication. Most staff are first aid trained and this enables them to confidently deal with a medical emergency. Children's risk of accidental injury is minimised within the setting because it has good safety and security precautions in place. Daily risk assessments are conducted before children arrive in the morning to ensure the premises remain safe, however these are not recorded as required by the Early Years Foundation Stage.

The daily routine is organised well and includes quiet times, active times and times for children to eat and drink. Children are able to move freely and safely in the main hall of the pre-school. A key- worker system is established to ensure appropriate care. Children benefit from the high levels of support they receive from staff, who deploy themselves effectively to support and engage children in play. Although currently there are no children on roll with any special educational needs and/or disabilities staff are committed to providing an inclusive environment, and to working with external agencies to meet the needs of individual children.

Parents receive good quality information about the setting and its provision. An informative notice board and regular newsletters help to keep them informed, and act as reminders so that they can contribute items for discussion or to support topic work. Activities such as the 'speech bubble', provides good opportunities for parents to share information from home and join in with children's learning. Staff value parents' opinion and send out questionnaires in order to address any issues the parents would like to see improved. Overall parents comments are very positive and complimentary about the service they receive however, some parents feel they would like more opportunities to discuss their children's daily achievements and their ongoing progress. Secure systems are in place to monitor and evaluate the provision to identify priorities for improvement. The manager has realistic targets and a clear vision about future developments, and this is supported by a committed staff team. An example of this, is in the detailed plans that have been drawn up to improve the outdoor play area, cloakroom and easier access to the computer which will have a positive impact on the outcomes for children.

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

Children benefit from the staff's clear understanding of how children learn. They experience a good range of activities both adult-led and those which they may initiate themselves. Planning is completed by the whole staff team. Each key-worker takes into consideration the children's stages of development, and in practice adapts activities in order to provide children with appropriate challenge. Staff consistently complete both spontaneous and detailed observations of children, which are regularly recorded within their development records. The information gained from the observations are linked to the areas of learning and

identifies children's next steps, although it is not clear from the records how individual children's next steps are then planned for.

The hall is laid out ready for children's arrival, ensuring they quickly settle into their play. As a result, children enter the group with ease and confidence. They eagerly choose their name cards and enjoy posting them in a post box in order to self-register. Children are highly motivated and eager to take part in activities. Staff know children well and have built up good relationships with them and their families. Children often seek out staff to share experiences with or gain support with an activity. Good systems ensure all children experience the whole range of activities available, rather than engaging in single activities for the whole session. Children enjoy time to participate to their full satisfaction and often persevere until activities, such as jigsaws, are complete. Children are developing good relationships with each other, excitedly coming together at the beginning of the day and saying goodbye at the end. They are developing good use of their language skills through spontaneous discussions during play and with the staff. Children develop their number and problem solving skills in various activities. They confidently count to 10 and are beginning to understand about adding one more, and working out which one has the most. They learn about shape and size as they fit puzzles of varying grades together and build with bricks.

Children are developing a love of books and visit the reading area independently. They thoroughly enjoy staff reading to them. They join in familiar stories and hold interesting conversations with staff about the different characters. This introduces new vocabulary and knowledge, for example, children show interest after one story about the lifecycle of the frog. Mark-making opportunities are available every day in various forms; there is a mark-making table and creative activities like painting and gluing where children 'write' their names on their pictures. Some children write recognisable letters and a few can write their name in full. Consequently, they are learning that writing carries meaning and is useful. Children are developing a good awareness of diversity through the celebration of cultural festivals, such as Diwali, Chinese New Year, Easter and Eid. The children's physical development is fostered well. They move confidently with control and coordination. Children use hoops to jump in and out of and enjoy kicking and throwing the balls. They enjoy balancing, walking carefully along the beams and jumping off at the end. The children use hand held tools competently, they can use scissors demonstrating a good level of control. They use brushes, rollers and sponges when they paint and cutters and rolling pins when they shape and mould malleable materials.

Children learn about the importance of good personal hygiene and independently take themselves to the bathroom to wash their hands at appropriate times. The setting has procedures in place to reduce the risk of cross-infection, for example, children do not attend if they are unwell. Staff manage children's behaviour positively, their age, stage of development and level of understanding are all taken into account. The children are very well behaved and respond positively to the praise and encouragement they are given. They are developing a good awareness of how to keep themselves safe through daily discussions about the group's rules, such as not running within the hall. Rules are consistently applied, with staff gently reminding children when necessary. Children participate in regular emergency

evacuations of the premises, ensuring both staff and children are aware of the action to take should the fire alarm be triggered.

## 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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