

St Paul's Church Hall Pre-School

Inspection report for early years provision

Unique reference number	EY395637
Inspection date	18/06/2010
Inspector	Sheena Gibson
Setting address	Saint Paul's Church Hall, Seale Street, Chester Green, Derby, Derbyshire, DE1 3RT
Telephone number	07803246488
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Saint Paul's Pre-School registered in 2009. It is situated in Saint Paul's Church Hall, Chester Green, Derby, close to the city centre. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 20 children under the age of eight years. Currently there are seven children on roll who are in the early years age group. The setting also provides holiday care during the Easter and summer holiday periods. Children attend from the local and wider areas.

Children are cared for in two rooms. These are the main hall and the quiet room. Toilets are at ground floor level. The setting operates from 9.15am until 3.15pm on Mondays, Wednesdays, Thursdays and Fridays, although currently only has children on roll on Thursdays. A minimum of two staff work with the children at any one time both of whom have appropriate childcare qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe, secure environment where their individual needs are given appropriate consideration. Systems that are in place to promote children's learning are on-the-whole, supportive of their progress towards the early learning goals. Partnerships with parents and in the wider context help staff to care for children appropriately, although do not always promote consistency of care and learning. Required documentation is in place and put into practice effectively. The setting has begun to develop systems to monitor and reflect practice, which, in general promote improvement in order to benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- analyse observations made and use information to effectively inform planning for children's next steps
- improve systems for self-evaluation, including obtaining the views of parents in order to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop effective systems that ensure effective continuity and progression by sharing relevant information with parents
- develop systems for working in partnership with other providers so that information about individual children is regularly shared and used consistently to promote children's achievements and well-being.

The effectiveness of leadership and management of the early years provision

Staff in the setting have a sound understanding about how to safeguard children from abuse. A safeguarding policy and procedure details the steps taken if there is a concern about a child and this is shared with parents. The designated person responsible for safeguarding has a strong understanding of the procedure, current legislation and where to go to report a concern. The setting has sufficiently robust systems in place for recruitment of staff and students to ensure that those who have access to children are suitable and this includes having a successful Criminal Records Bureau check. Staff carry out detailed risk assessments on the indoor area and for outings that ensure children's welfare is maintained and hazards are minimised. Required records, such as children's details, permission slips and various policies are in place, which supports children's care and learning. The staff team work well together to form a team who provide a warm and friendly environment that enables children to feel secure. Being a small community group means that the staff are in constant communication and this ensures that information is appropriately shared in line with data protection regulations.

The setting has a suitable ambition and staff want to continue to improve the provision for children. They have begun to develop systems for self-evaluation, which includes completing the Ofsted evaluation form. However, it is still in the developmental stages and not fully effective; although general discussions take place with parents, they are not involved with the evaluation process so managers are not fully aware of strengths and potential areas for improvement. The deployment of resources sufficiently supports children's care and learning. Children have access to two rooms in the village hall, which enables them to have some quiet time as well as a spacious area for play. The manager ensures that there are always sufficient, qualified staff on the premises to support children's play and learning.

The setting has informal, friendly relationships with parents, who verbally express their satisfaction with the provision offered. Some useful information is provided about the pre-school, including the policies and procedures of the setting. However, not all information about children's care and learning is shared effectively and links have not yet been fully developed with other settings that children attend. Therefore, there is not always consistency and continuity for children to always effectively support their development and well-being. On the whole equality and diversity is promoted well. Staff get to know the children and welcome all children and families. Within the setting they identify children that may need further support and put in place activities to help their development and support any additional needs that they may have. They value similarities and differences and promote anti-discriminatory practice within the provision.

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

Staff have a sound understanding of how to support children's learning and therefore they make satisfactory progress. Staff are aware that children learn in different ways and use various methods to support their learning. For example, they model how to make play dough sheep to go on the farm mats. They extend the activity by asking open questions and introducing a song. They carry out observations and make records of the findings so that they can track children's progress and look for any gaps in learning. It also enables them to make sure that they plan for activities to cover all areas of learning. However, systems are in a developmental stage. The information from the observations made is a little inconsistent and is not always used to effectively inform planning for children's next steps. Although information sharing between staff, parents and external providers is not always fully effective, staff talk to parents at the beginning and end of the day about any significant events that impact on children's welfare.

The learning environment is spacious and organised so that children are able to freely move around the activities, making their own decisions about what they want to do and intermingling the resources to develop their own games. For example, they push the shopping trolley around, take the doll for a 'walk' in the buggy and help out by sweeping the floor. The toys and activities that are put out for them offer a sufficiently challenging and enjoyable experience with staff contributing to the activity where they feel it is appropriate, such as joining a child at the letters and sounds activity.

Children enjoy their time at the setting and most are very confident. They are developing independence such as dressing themselves, practising with the baby dolls, putting on and taking off the outfits. Some children show good initiative, making a saddle out of dough for the toy horse. When other children see this they copy it and staff praise the idea. This leads to conversations about times when they have seen a horse and visited a farm with staff asking questions to promote children's language and thinking. They explore the feeling of the corn flour and water mixture saying 'it's greasy'. They fill scoops with the mixture and know when the scoop is full or half full. They enjoy a story where puppets are used to help them to learn. They each have an animal and sing a song about their animal. For example, they sing 'Incy Wincy Spider' and 'Hickory Dickory Dock'. They learn and enjoy alliteration and rhyming words, staff introducing new vocabulary to them. Children are very imaginative and enjoy turning what was the 'vets' into a house using a large blanket for a roof.

Children behave well and understand the expectations for behaviour. They are very accepting if a staff member asks them to share an item and staff help the children to manage their own disagreements through discussion and compromise. They learn about emotions, which helps them to manage their own feelings and be able to express themselves. They have access to some toys and activities that depict positive images of other people, which contributes to children learning about similarities and differences. Children are beginning to learn about keeping themselves feeling safe through activities such as road safety where they made a

zebra crossing, traffic lights and learned about 'stop', 'look' and 'listen'. They are learning about adopting a healthy lifestyle through a wide variety of activities and routines. For example, they understand the importance of good hygiene practice; they do activities about what foods are healthy for you and are encouraged to try a range of fruits and vegetables. Physical exercise is encouraged, as is children's understanding of why this is important in keeping them healthy. They have suitable opportunities to develop physically and staff talk to them about the importance of being active.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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	2
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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