

# St. John's Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	105213
<b>Inspection date</b>	22/06/2010
<b>Inspector</b>	Susan Ennis

<b>Setting address</b>	St. Johns Methodist Church, Birdsfoot Lane, Luton, Bedfordshire, LU3 2DN
<b>Telephone number</b>	07939 010808
<b>Email</b>	
<b>Type of setting</b>	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 John's Pre-school registered in 1974 and operates from the main hall of St John's Methodist Church, situated in the Warden Hill area of Luton, Bedfordshire. Children have access to the main hall, a smaller room and a secure, enclosed outside play area. The setting has no pets.

The pre-school is registered on the Early Years Register. A maximum of 36 children many attend the setting at any one time and there are currently 72 children on roll ranging from two years six months to under five years. The pre-school is open term time only from 9:00am to 12:00pm, Monday to Friday, and also 12:45pm to 3:15pm on Tuesday, Wednesday and Fridays. The five morning sessions are reserved for the older children and the three afternoon sessions are kept for the younger children. However older children can attend the afternoon session. Children live mostly in and around the local area. The nursery offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The pre-school employs seven full-time and one part-time member of staff all of whom hold appropriate early years qualifications. Some staff are working towards higher qualifications. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

Staff create a welcoming, secure and safe environment in which children feel confident to explore the range of activities provided. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the pre-school whilst making good progress in their learning and development. The pre-school builds trusting relationships with parents and carers and keeps them effectively informed about the running of the setting. The manager and staff are identifying the setting's strengths and areas for improvement and are committed to ongoing progress to ensure that they improve their daily practice and the outcomes for all children.

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

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

- develop further the use of initial starting points to more efficiently assess where children are in their development and to plan for their further progress
- develop further the use of observations and assessments to demonstrate children's individual progress towards the early learning goals and ensure that this information is regularly shared with parents

- ensure that, in the case of fire, reasonable steps are taken to protect the safety of children, staff and others on the premises; this refers to the emergency evacuation procedure being regularly practised
- develop further the use of reflective practice to ensure that the views of parents and users of the setting are sought.

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

The pre-school's practical policies effectively support the daily running of the setting and help to ensure that children are offered a safe and secure environment. Good staff knowledge and clear procedures relating to safeguarding children ensure that their welfare is promoted and that they are protected at all times. There are efficient procedures for checking staff suitability and a supported rolling program of training to further increase their childcare knowledge. Staff are also very vigilant about monitoring the setting. They ensure that children are released to the correct person at the end of the session by supervising the main door and when the curtain covering the entry glass door goes missing, they cover it with paper to ensure that the children cannot be observed from the outside. Children are able to move confidently around the setting because staff take consistent steps, including daily safety checks of the areas used by the children and regular risk assessments, to minimise the hazards. However as the emergency fire drill is not sufficiently practised children's safety is potentially affected should an incident occur.

Staff show a genuine desire to promote the best care and opportunities for children. They have made some changes following the last inspection such as implementing the Early Years Foundation Stage throughout the setting. The manager is very pro-active in listening to advice and responds positively to the feedback given at inspection. They have started to monitor the pre-school by completing the self-evaluation form and are making plans for the future, such as, providing a 'wow' board for parents to share special achievements that the children have done at home. They are enthusiastic and committed to sustainability but realise that involving the users of the setting more in their reflective practice will improve the outcomes for children further.

The setting works well with parents and carers to ensure that essential information is shared and used to promote the children's welfare. On starting at the pre-school, parents are given all the relevant information that they need to ease the transition for their child and themselves. They are invited to visit the pre-school with their child, receive regular newsletters and can read the informative notice board which is full of useful information about the running of the pre-school. They are verbally informed about their child's development and progress; however, this is an area for further development to ensure that they feel fully involved in their child's learning. The pre-school works well with other settings and agencies to provide a consistent quality of care for all the children. They invite the reception teachers to visit the pre-school and ensure that childminders are given newsletters about the activity plans to ensure that they know which topics are being covered.

Children's individual development is well promoted because the setting has effective procedures in place to support, monitor and evaluate their progress. The good range of available resources is well used and the inclusive, child-friendly environment is conducive to children's learning. For example, art work and models of bugs decorate the outside play area making it a stimulating and interesting place to be and low-level storage units enable the children to freely choose what to play with. They are also involved in the choosing of new equipment testing it out before it is ordered.

The setting effectively promotes equality and diversity enabling them to offer a service that is inclusive for all children and their families. Staff work with parents to ensure that they understand each child's background, needs and beliefs and are very particular about not pressuring the children into activities that they are not confident to do. For example, the parts for the Christmas play are chosen by the children themselves and younger children only take part if staff consider that they are confident and comfortable to do so. The pre-school effectively helps children learn and understand about the society in which they live. Resources such as dressing up clothes and role play utensils and celebrations of festivals such as Diwali all develop children's understanding of the wider world.

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

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across the areas of learning. Information is gained from parents about children's home lives, siblings and their likes and dislikes. However, as little information is recorded about children's starting points areas for concern or further challenge may not be highlighted. Planning is flexible and makes full use of the changes in weather and children's likes and dislikes. For example, during the warm weather activities are set up outside for the children. They develop their physical skills by riding the scooters and balancing on stilts and enjoy picking and collecting leaves, grass and Daisies. Staff later extend this activity by encouraging the children to make pictures with the items they have collected whilst discussing the colour of the grass and the names of the flowers. The children then find a new use for the grass as they use it to tickle both their friends and the staff members causing lots of laughter and giggles. Some children also develop their creative skills as they decide to dance around the room as butterflies. Staff record children's attainments by observing them through adult-led and child-initiated activities and then assessing their progress. However, from the documentation currently provided it is difficult to clearly see when and how progress is made and therefore children's development is not optimally promoted.

Children's learning is actively encouraged through use of spontaneous activities and thinking trails. For example, whilst thinking about 'Growing and change' the children develop their understanding of the natural world by looking at the life cycle of a frog and also watch how ingredients change as they make and bake some bread. Staff also follow children's interests by, for example, making a wall display about the World Cup and discussing when the next England match will be played. Children are learning a sense of time as they are encouraged to look at the

clock as a member of staff explains which number the hands need to be on for snack and remind the staff and each other that it is 'tidy up time'. They develop their number and problem solving skills as they sing songs such as 'Five little fish went swimming one day' and use their recollection skills to tell the member of staff that they have sung the wrong words to 'Wind the bobbin up'. They also develop their language skills as they tell their own made up story with one including a bird called Lucas who has a magic carpet.

Children enjoy their time at the pre-school, forging friendly relationships with the staff and each other. Their behaviour is good as they learn the Golden rules and follow the positive role modelling practiced by the staff. Children's health and welfare is effectively promoted as staff take active steps to minimise the spread of infection and develop children's understanding of a healthy lifestyle. For example, they encourage children to wash their hands after using the toilet and discuss why it is important not to lick the spoon during cooking activities. Children also learn where food comes from as they grow cress seeds and make home-made soup, helping to cut up all the ingredients. They are learning about their own needs as they independently help themselves to a drink of water and develop their physical skills by spreading cheese onto crackers at snack time. Children are also becoming aware of their own and others safety. They are reminded that running is for outside and take great delight in telling the builders, on the site adjacent to pre-school, that they must wear their protective helmets.

## 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

The quality of the provision in the Early Years Foundation Stage	2
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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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## **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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