

Stoke Holy Cross Pre-School

Inspection report for early years provision

Unique reference number	254295
Inspection date	14/07/2010
Inspector	Andrea Caroline Snowden
Setting address	The Pavilion, Long Lane, Stoke Holy Cross, Norwich, Norfolk, NR14 8LY
Telephone number	07731423059
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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

Stoke Holy Cross Pre-School has been established for 35 years and operates from 'The Pavilion' in the village of Stoke Holy Cross, close to the city of Norwich. Children use the main hall and associated facilities and also have access to an enclosed play area outside. The pre-school opens from Tuesday to Friday between the hours of 9:00am and 3:00pm. There is no afternoon session on Fridays.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend the group at any one time and there are currently 31 children on roll. Of these, 30 children receive funding for early education. Children attending come from the village and local surrounding area. The pre-school supports children with special educational needs and/or disabilities and children who have English as an additional language.

The pre-school is managed by a voluntary committee of parents who employ a team of five staff to work with children. The supervisor and three staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is promoted well in this setting and they are making good progress in all of the outcomes overall. Staff place high priority on children's safety and practices are mostly in place to ensure this. Very strong partnerships with parents, other providers and agencies means staff have a clear understanding of each and every child's needs enabling all children to achieve. Regular reflection and self-evaluation by the chair person and supervisor, coupled with views from all users means that the setting continues to develop and make effective improvements to benefit all the children.

What steps need to be taken to improve provision further?

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

- increase the frequency of fire drills in line with the setting's policy
- improve further the assessment arrangements to make systematic use of observations to plan learning experiences across all areas of learning for each child.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff show a clear understanding of their role in protecting children. All staff and committee members have undergone

the vetting process and no adult without suitable checks in place has unsupervised access to children. There is a robust procedure to ensure recruitment of new staff is safe. Thorough risk assessments are in place to ensure children play and learn in safety and all steps are taken to minimise hazards. Fire evacuation drills are carried out periodically, but not as regularly as stated in the pre-school's procedures. As a result some children may not be confident in swiftly evacuating the building in an emergency. The pre-school is exceptionally vibrant and child-centred and the thoughtful organisation of resources promotes children's independence and confidence. The newly developed garden, coupled with the large expanse of playing fields gives children many opportunities to learn new skills in an exciting environment.

Engaging with parents is a key strength in this setting. Home visits before children start at the pre-school ensure staff have a good knowledge of each child from their first day, enabling their individual needs to be met. Children benefit considerably because key information is shared about their progress and welfare. Learning journeys are regularly shared and parents contribute information about what children are doing at home. This enables staff to expand and develop children's individual interests, helping them to remain motivated and reach their full potential. Children with specific needs are very well supported through effective partnership working. Meetings with fellow professionals, support and guidance for parents and working with children in a consistent manner ensures they make good progress in their learning and development. There are opportunities for children to learn about similarities and differences through discussions, resources and activities which reflect the wider world and the setting is proactive in assuring each child's social and educational inclusion.

Staff and committee consistently monitor the progress of the setting. Through a developing system of self-evaluation and reflection strengths and areas for improvement are highlighted and acted upon. Targets are challenging and bring about improvements; the management team demonstrate a committed and enthusiastic approach to implementing changes for the better. Recommendations from previous inspections, suggestions from courses and conferences are all considered and incorporated in order to benefit the children, reflecting this commitment.

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

Children are settled and happy in this pre-school. Friendships with their peers and the warm rapport between staff and children enables them to feel secure and confident in all they do. Staff support children well in their learning and respond to them enthusiastically, ensuring children feel their comments and views are valued. Staff ask probing questions of children to promote their problem-solving skills and enable children to experiment and extend activities, for example, by mixing resources such as using sand as a media in the play kitchen. Staff have a good understanding of how young children learn. Through observation and assessment staff are able to provide a wide range of activities to capture children's interests and enthusiasm. Although children make good progress overall, the frequency and

recording of observations and assessment is not always sufficiently rigorous to inform planning. As a result there is potential for children to make less speedy progress in some aspects of the areas of learning.

Children are eager to join in activities. They play co-operatively together and older children show good concentration skills. They show care and concern for their peers, supporting younger children and respond proudly to praise from staff. Children talk animatedly at circle time and listen to others respectfully. They use language to describe what they are doing, saying the 'mud feels squelchy' or the paint has 'dried crusty'. Children are learning that words carry meaning and enjoy mark-making with a variety of resources. They write their names on their art work, make marks with their finger nails in wet paint or with sticks in the snow. Children use number effectively, count fluently to 15 and know one more makes 16, whilst younger children match patterns by colour and number. Children have lots of opportunities to explore and investigate. They search for bugs under logs, puddle in mud, scooping up handfuls into watering cans and then try to understand why it doesn't pour from the spout. They build towers, make kites to fly in the garden and develop a good understanding of the natural world. Some children have displayed a keen interest in World Cup football and this has been extended to look at the African country and ways of life. Children's physical development is significantly enhanced through many opportunities to balance, climb and slide. They enjoy team games, running races and ball skills. Children's imagination is fostered effectively through well equipped role play and they use a good selection of malleable materials to be creative.

Children have a good grasp of keeping themselves safe and understanding risks. With sensitive support from staff they use equipment imaginatively, pushing boundaries and learning about consequences. Staff remind children about possible dangers and as a result children are beginning to make judgements for themselves. Children make healthy choices at snack time and are learning how their bodies work. After running around they know to drink water and they confidently explain that eating fruits and vegetables makes them healthy and strong. Children's behaviour is good and staff encourage them to resolve their differences independently if possible. As a result children learn right from wrong and respect for themselves and one another. Children are acquiring skills they will need for the future through their daily routine which encourages communication, problem solving and information and communication technology.

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	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
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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