

# St Mary's Church Pre-School Ltd

Inspection report for early years provision

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| <b>Unique reference number</b> | EY405134      |
| <b>Inspection date</b>         | 12/07/2010    |
| <b>Inspector</b>               | Lynn Clements |

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|-------------------------|--|
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| <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.

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. Mary's Church Pre-school moved to its current location in 2005 and re-registered in January 2010 as a limited company. A maximum of 30 children may attend the pre-school at any one time. There are currently 55 children on roll, of whom 34 are in receipt of early education funding. The pre-school are registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The Pre-school is situated in the grounds of St Mary's Primary School, Saffron Walden, Essex. The pre-school is open each weekday from 9.00am until 12.00pm with an optional lunch club on Tuesday, Wednesday and Friday from 12.00pm until 1.00pm the pre-school also operate for a full day on Tuesday and Wednesday's and on a Monday and Thursday afternoon play sessions are run from 1.15pm until 2.45pm for children aged two years. The group is open during school term-times only. The pre-school currently supports a small number of children with special educational needs and/or disabilities and children with English as an additional language. The pre-school employs seven staff. Five of the staff, including the manager hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All members of staff have exceptionally well developed knowledge of each child's need which enables them to successfully promote their welfare and learning. Children learn about the world around them in a safe and secure setting. The partnerships with parents, carers, the local school and other agencies are a key strength and significant in making sure the needs of all children are met extremely well, along with any additional support needs. This means that children progress exceedingly well, given their age, ability and starting points. Regular self-evaluation by the manager, staff and families attending the setting ensures that clear priorities for development are identified and acted on, resulting in provision that responds extremely well to all users needs.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing further the current advanced communication strategies with parents and other agencies.

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

All staff undertake regular safeguarding training and there is a comprehensive awareness of child protection issues to ensure that children's welfare remains paramount. Comprehensive policies and procedures are implemented consistently and robustly in practice to ensure that any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff, students and volunteers. Risk assessments are thorough and ensure that all potential hazards inside or outside are minimised. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Staff are effectively deployed and have the skills to provide a safe environment that is conducive to learning. Children clearly benefit and thrive as a result of the setting they are in. Managers and staff are taking well-considered steps to ensure resources and the environment are fully sustainable.

Managers and staff are highly committed to working in partnership with others and take a lead role in establishing effective working relationships, for example, working with local primary schools in the area to ensure that the children and their families can make smooth transitions when the time comes for them to move into main stream school. These partnerships are exemplary and the well-established channels of communication between all partners involved with individual children, successfully promotes their learning and welfare. The manager and staff fully understand the importance of open communications and continually review and develop the different systems they use, currently they are developing a pocket record to travel around with the children providing clear information for other adults involved in their care. Parents, carers and the children are fully involved in sharing their views and suggestions about the pre-school, which they do with confidence. These are actively taken on board by members of staff and developed to enhance outcomes for children. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. Parents report that they would highly recommend the pre-school to others.

Processes for managing the induction and professional development of staff are used exceptionally well. Self-evaluation reflects rigorous monitoring of what the setting does well and what it needs to improve. As a result action taken by staff and managers are well targeted and bring about sustained improvement. The setting effectively and actively promotes equality and diversity and tackles unfair discrimination. Staff are highly effective in ensuring that all children are well integrated and their development in relation to their starting points is extremely good. Standards and morale are high and commitment to providing an exemplary service is embedded across the staff team.

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

Children are clearly confident in the setting and with members of staff. The organisation of the setting and child-height storage ensures that children are able to move around freely. Children eagerly explore both inside and out, making decisions and selections about the games and activities they are interested in. They show high levels of independence, curiosity, imagination and concentration as they share their ideas and respond to challenges with great enthusiasm. Children make significant gains in their learning and clearly develop the skills that will help them in the future. Staff have clear knowledge of each child's backgrounds and needs, enabling them to support each child and helping them to learn about and understand the society in which they live. All staff have a clear understanding about the Early Years Foundation Stage guidance document and use this to excellent effect when observing, assessing and planning for children's individual learning. Staff also take a pro-active approach in narrowing the achievement gap, for example reflecting on and developing reading and mark making opportunities for boys and girls to take into account their differing interests and learning styles. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Children make excellent progress towards the six early learning goals.

Staff take the time to organise educational programmes which reflect rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Children display high levels of confidence and self-esteem as they engage with each other in the setting. They are confident communicators, reading books, taking orders for the snack bar and recording the information on clip boards, discussing their ideas and negotiating together as they join in role play games and the wide range of different activities on offer. Children work both independently and with their peers, showing excellent communication and co-operation skills. They learn to move their bodies in different ways and develop their coordination as they play outside, using a wealth of apparatus and equipment on a larger scale than is possible indoors. Children learn about the wider world through first hand experiences, such as educational trips around the town. For example, visiting the museum, parks, library and market where they enjoy tasting local produce. Children problem solve as they sort and match items by size, colour and shape or work out how to use a stethoscope successfully so they can hear each others heart beat.

Relationships are very strong at all levels, and children respect and tolerate each other's differences. They demonstrate exceptionally positive behaviour, sharing and caring for others. In addition, they show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe, for example, as they use single handed wood working tools, hammering nails and pinning different pieces of wood together. All children show an exceptional understanding of the importance of following good personal hygiene routines. They also demonstrate a clear

understanding about healthy eating and making healthy choices at snack and meal times. Children have innovative opportunities to engage in a wide range of physical activities, helping them to gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

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| 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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