

St Annes Preschool

Inspection report for early years provision

Unique reference number

203473

Inspection date

01/07/2010

Inspector

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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*.

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Description of the setting

St. Anne's Preschool opened in the 1978 and operates from one room in St. Anne's Church, Canvey Island, Essex. It is situated close to the town centre of Canvey Island. The pre-school is open each weekday from 9:15 am to 12:00 pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

The Preschool is registered on the Early Years register. A maximum of 25 children may attend the preschool at any one time. There are currently 31 children in the early years age range on roll. Children attend from the local and wider catchment areas.

The preschool employs 8 staff, 4 of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The preschool provides a safe and welcoming environment that supports children well. The good partnerships with parents contribute to meeting individual children's needs. The children are valued at the preschool because the staff promote diversity and equal opportunities through the careful planning of activities and resources. The provider is beginning to self-evaluate the practise, and is working with the parents and staff to improve the preschool. Staff continually evaluate the activities and experiences that are on offer to the children. The manager and staff have made significant improvement since their last inspection and are continually seeking to improve their learning opportunities, working towards the best possible outcomes for children. Staff ensure that all children are supported to fully participate in the activities provided. The preschool is consistently working to improve the outcomes for children because the manager and staff seek to improve their knowledge and understanding of children's early years through further training.

What steps need to be taken to improve provision further?

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

- update policies and procedures to reflect changes to the curriculum and to ensure the complaints procedure has the correct contact details for the regulator
- provide opportunities at snack time for children to develop independence, for example, drinking from cups, pouring their own drinks and serving their own food.

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure due to the vigilance of the staff and the daily risk assessments undertaken. The children have daily access to the outdoor play area, where staff closely supervise them to ensure their safety at all times. Staff have a good understanding of the safeguarding children procedures and are clear about the action required to protect children should the need arise. Full fire drills are in place, recorded and regularly practised to ensure all children have a thorough understanding of what to do in an emergency. Staff work well together to maintain high staffing ratios. This enables children to move freely and to choose from the different activities provided indoors and out. Staff work hard to ensure the sessions run smoothly so children feel settled and confident in their routine.

Parents receive daily feedback from staff about the children's day at the setting. Staff work hard to make sure parents feel included and are kept well informed about their children's progress and welfare. Parents have access to all the setting's policies and procedures which are displayed in a file in the entrance hall along, with detailed plans for both inside and outside play. This ensures that parents are kept up-to-date with what is happening daily at the setting. Good partnerships with parents and other agencies are important to the setting. Parents receive an abundance of information about the setting and have regular newsletters to ensure they are kept fully informed of what is happening within the setting. The staff also have strong links with other professionals and are very committed to inclusion of all children to help promote continuity of care and education for the children.

All staff are calm and talk quietly with the children. They explain what they have to do at an age appropriate level. This ensures that children are fully able to understand the routine and what they have to do. Staff explain to the children the importance of sharing and why it is good to be kind to each other. As a result, children are well behaved. All paperwork is kept confidential and all in place. Some policies and procedures do not reflect current changes in legislation and the complaints policies and procedures does not have the correct contact details for the regulator. As a result, the information given to the parents is misleading for these policies and procedures.

The provider has started to self-evaluate the provision. Parents have been given questionnaires to complete and the provider has worked on the information supplied. Staff are also included in the process. Staff work well with parents and they give daily feedback on how the children are developing. Staff and parents work well together to meet the children's individual needs. This ensures the service is responsive to its users. The preschool works well with the local schools to ensure they are meeting the needs of the children that will be attending and pass on development information regarding the children.

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

The preschool is a very warm and welcoming place for children to learn through play. The environment is bright and colourful and children enjoy helping to create the display boards around the room, for example, one child enjoyed telling the unknown inspector about her ladybird and how she wrote the letter L. Each area is full of interesting, stimulating equipment and resources that children can freely choose from. Their individual interests are known by the staff, who successfully support children in their play and extend their learning by asking them questions to make them think and help them problem solve.

Children are supported well as they have access to a good range of interesting and challenging play materials and equipment. Planning is linked to the six areas of learning and the principles and themes of the early Years Foundation Stage Framework and ensures that children's interests and ideas are included. Children are encouraged to make choices and instigate play opportunities. Staff carry out detailed written observations and assessments on all of the children. Staff carry out a checklist to ensure that they are carrying out observations in all areas of learning. Planning meetings take place weekly and are linked to children's next steps. This ensures they are able to highlight any areas that require extra activities to ensure the children are developing in all areas.

Children confidently move between activities and select their favourite toys and resources. They play well together and enjoy making independent choices, although opportunities such as drinking from cups, pouring their own drinks and serving and preparing their own snacks are limited. Children share and take turns and can speak and listen in small and larger groups. A variety of mark making tools and resources are available and easily accessible. Some children are able to write their names using correctly formed letters and staff encourage children according to their individual ability. They learn to identify familiar words, including their own names and those of others. Children enjoy singing songs and have regular opportunities to join in with well known action songs. They communicate well and enjoy sharing their experiences.

Children have plenty of opportunities to be active, through the use of larger equipment and music and movement activities. Investigation through resources, including art and craft materials, encourages children to explore texture, shape and form in different dimensions. They concentrate as they paint their fish and spread glue onto paper to attach shiny materials and other resources. Children are creative and use their imaginations. For instance, they go shopping in the role play area, or take the porridge oats on a ride across the wooden train track.

Staff instil the importance of healthy eating to the children. They explain in detail about what is healthy and why they need to wash their hands. The children also have access to healthy and nutritious snacks during their time at the setting. Children are protected from cross contamination and infection through effective procedures in place. Staff are all consistent with their approach to behavioural management. As a result, children are all well behaved.

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

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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	3

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