

# Orton St. Johns Pre-School

Inspection report for early years provision

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**Unique reference number**

256798

**Inspection date**

21/04/2010

**Inspector**

Gary Kirkley

**Setting address**

St. Johns C of E Primary School, Riseholme, Orton Goldhay,  
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**Telephone number**

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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*.

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

Orton St. John's Pre-School opened in 1994. It operates from premises within St. John's Church of England Primary School in Orton Goldhay, Peterborough. A maximum of 45 children may attend the pre-school at any one time. The pre-school is open each weekday during term times from 8:45am to 11:15am and 12:15pm to 2:45pm. There is also a lunchtime session enabling children to attend for a full day. There is an accessible enclosed outdoor play area, which has recently been refurbished.

There are currently 26 children aged from two to under five years on roll. Most receive funding for early education. Children come from the local and surrounding areas. The pre-school currently supports a small number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs 14 members of staff. Of these, two hold appropriate early years qualifications at level 2 and are now working towards level 3; there are five with level 3 qualifications and one with level 4, currently working towards a level 5 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. All children are able to make excellent progress, with no groups disadvantaged in doing so. All major aspects of the provision are at least good and excellent in most respects. Children's welfare is promoted extremely well, through the use of highly robust safeguarding procedures. The centre works with parents and other outside agencies highly effectively to ensure all children's needs are met. Leadership and management, including the capacity for sustained improvement are outstanding. Outcomes for all children are outstanding. The centre is highly effective in its planning of activities, and the recording of progress of all children is coherent and systematic. This is then used to promote further learning and the construction of individual profiles which transfer with the child to the next stage of their education.

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

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

- reviewing ways to minimise the level of noise in the main room at times when children are involved in a number of circle time activities
- ensuring staff can build on their equality and diversity skills to enable them to further support children with additional languages or disabilities should they attend the setting in the future.

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

Leadership and management are at least good in all aspects and are exemplary in most, including all aspects of safeguarding. The manager and staff have the highest of expectations for the quality of the provision, which they communicate well to the children and their parents. Parents feel particularly involved and informed by the centre, with other agencies highly supportive in the development of the needs of all children. Staff looking after children undergo robust checks through the local authority's own procedures and all hold suitable childcare qualifications. All staff undergo effective vetting and recruitment processes, with appropriate induction and up-to-date training and development.

The centre works excellently with an extensive number of outside agencies to address individual children's needs; there are highly effective links with the local authority, social services and health services. Parents feel well informed by the centre and are clearly involved in the overall development of their child when in the centre. There are excellent procedures for monitoring the effectiveness of the provision through rigorous self-assessment, observations and appraisals of all staff. There is an outstanding capacity to improve, with all previous issues dealt with quickly and appropriately. The outside areas have been completely refurbished to the highest standards of security, safety and suitability for learning. Resources are deployed extremely effectively and are both enjoyable and accessible. All records are in place, with outstanding practice relating to children's files. These are systematically updated for all children and instrumental in maintaining the very high standards at the centre. Initial assessment is reliable and valid, constructed over a period of time and then used to individualise activities; progress is recorded, monitored and evaluated as it develops into a detailed and comprehensive profile of every child. Regular observations of each child feed into this process of knowing what a child can do and what they need to learn next.

Staff are deeply committed to inclusion for all. Staff receive training on a number of issues, updating training on safeguarding and health and safety issues, but there is little information around assisting children with additional barriers to learning. Promotion of equality and diversity is good, although there are currently few children with special educational needs or who speak English as an additional language on roll. The centre should consider further training for these eventualities, as the composition of the cohort of children can vary considerably on a yearly basis and staff are not currently fully prepared to support children with additional languages or disabilities.

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

All children are happy and secure within a friendly and welcoming environment, where they make excellent progress in their overall development. Staff get to know the needs and interests of all children through a thorough initial assessment and

ongoing recording of progress. Staff have the highest expectations of all children and act as effective and consistent role models in all they do: the children respond to this calm and positive attitude with excellent behaviour at all times and a respect for others and the centre itself. Staff build excellent relationships with children and motivate the children to try their best, help others and make excellent progress. During outdoor and indoor activities all staff are highly skilled in getting children to communicate their feelings and reflect on what they are doing. There is an excellent balance between structured and unstructured activities, with children developing the ability to make sensible choices about what they do. They work together well and enjoy all the activities offered, exploring and enjoying the widest range of resources. The centre has specific designated areas for developing different characteristics and skills; a group waters real plants outside while explaining the purpose and importance of what they are doing. Another group engages in mark-making and developing letter formations at their own pace. The staff verbally reward them throughout these activity sessions and this leads to a sense of belief amongst the children in what they are doing as they are confident about the outcomes. Social skills are clearly developing amongst the group, with children taking their turns, asking each other questions and collaborating in activities such as clearing away and tidying up. Many of the activities children participate in are developing hand and eye coordination and fine motor skills. This is because children are encouraged to improve their handling and sorting, ordering and counting abilities, as these are at the heart of many of the activities. At the end of the day staff lead a session of circle time which engages everyone in reflecting on how much they have all enjoyed their time at the pre-school and what progress has been made. The centre recognises the high levels of noise at group circle time and should find ways of minimising this low-level disruption.

Good health and well-being are promoted throughout the session and are encouraged excellently by staff. Healthy food is available and staff talk to children about why it is good to eat well. Appropriate actions are taken when children are hurt, with an extensive recording system for any illness or accident, with a full follow-up. There are detailed risk assessments in place around all aspects of the centre. All areas are secure and suitable for the needs of the children. Adults teach children to be active and enjoy physical activities; children show that they are confident in what they do, by making healthy choices in food and adopting excellent hygiene practices such as washing their hands. Children take responsibility for what they do and develop positive attitudes towards learning, including a desire to take part in group sessions, and make sensible choices. They all join in, make friends, cooperate and treat each other with respect. Children are clearly developing skills for the future, building on their language, socialising and problem-solving abilities, as well as good routines of timekeeping. Where children make progress, this is recorded systematically by the staff and used to develop further activities that will promote further learning. Parents are well informed at the end of every session about what their child has engaged in and what progress they have made: parents were highly complimentary about this effective communication. Record keeping is outstanding as it helps in the planning of sessions and develops a detailed profile for transfer at reception class. This is confirmed by the school on the same site, which described how the transfer of information ensured a seamless transition to school for the children.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<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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### Outcomes for children in the Early Years Foundation Stage

<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**

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