

St Anne's Pre-School

Inspection report for early years provision

Unique reference number	311890
Inspection date	28/06/2010
Inspector	Deborah Wylie
Setting address	Pickering Green, Harlow Green, Gateshead, Tyne and Wear, NE9 7HX
Telephone number	0191 4334053
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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

St Anne's Pre-School playgroup opened in April 1992 and is managed by a voluntary committee. It operates from a separate prefabricated building situated in the grounds of St Anne's RC Primary School, in Low Fell, Gateshead. The group is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 38 children on roll, 37 of which are in the Early Years Foundation Stage, and of these, 33 are in receipt of funded education.

The setting is open each weekday from 8am to 3.15pm during term time only. The children come from the local and surrounding communities.

The group employs four members of staff, including the manager, who works directly with the children. Of these, two staff are qualified to a level 3 in an early years qualification. Another adult holds the Early Years Professional Status. The setting receives support from the local authority early years advisors. The setting is a member of the Pre-school Learning Alliance and is currently undertaking a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported well by caring staff who understand their individual needs. Most safeguarding procedures are strong, particularly in relation to the security of the building and child protection. The setting meets children's immediate needs well, and most documentation meets the requirements of the Early Years Foundation Stage. All children make good progress in their learning, as there are exciting activities that engage and challenge the children, particularly during child-initiated experiences. Most plans for the future are well targeted and there is good capacity to improve.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- review risk assessment, medicine and accident reporting procedures to ensure full compliance with the requirements of the Early Years Foundation Stage (Safeguarding and promoting children's welfare) 01/09/2010
- ensure that attendance records include the times when staff and children are present at the setting. (Documentation) 01/07/2010

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

- review existing organisation to ensure that children are offered challenging adult led learning experiences making better use of positive staff:child ratios.

The effectiveness of leadership and management of the early years provision

Leaders regularly reflect on their practice and review existing systems to make outcomes for children better. Thorough recruitment procedures are in place to ensure suitable staff care for the children. Safeguarding procedures are in place and are followed by all members of staff to maintain the well-being of the children attending. Partnerships are fostered as support from the local authority is welcomed, and the setting has recently enrolled upon a quality assurance scheme. This has quickly resulted in improvements to policies and procedures for children with special educational needs and/or disabilities. High levels of supervision and carefully selected play resources ensure that staff offer children effective support during their child-initiated play.

Equality and diversity are promoted well by sensitive staff interactions with children, alongside a good range of resources. Photographic evidence shows how children have learned about a range of cultural celebrations, including Christmas and Chinese New Year. Grants are used to offer maximum impact on children's learning by enriching the environment and creating stimulating play areas both indoors and in the enclosed play area which is outdoors. Good tracking systems are used to ensure that children enjoy a breadth of experiences, at stages appropriate for their ages.

While specific issues raised at the last inspection have been addressed, there is still a lack of rigour from leaders to meet some of the welfare requirements of the Early Years Foundation Stage. For example, adults regularly remind children how to stay safe throughout the session, and daily checklists are completed to ensure that the environment is suitable for the children. However, leaders have not yet established formal risk assessments as required by the Early Years Foundation Stage. While staff offer good care for children and appropriate responses to minor accidents, procedures for recording these accidents are not consistently followed. This does not meet requirements. Staff do not yet record specific times of their own arrival and departure from the setting and the setting does not yet have a comprehensive policy for the administration of medicines.

Self-evaluation is mostly accurate and leaders are diligent about completing a self-evaluation form. External support from the local authority and the commitment from the staff to meet the needs of the children contribute towards a good capacity to maintain continuous improvements.

Parents speak highly of the setting and all it does to welcome their children. They like the informative home school diary to which some parents contribute. They receive appropriate information about the setting before their children start and newsletters keep them in touch with topics and special events. The setting have

built appropriate links with other professionals in order to ensure a complementary curriculum and continuity of learning and care.

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

Children thrive when they come to pre-school because adults know them well. Positive relationships at the setting ensure that children are confident and independent learners, well supported by the very wide range of resources that are offered to them. There is an air of discovery as children independently use large horseshoe magnets to see what will stick. They water the plants they have grown and adults explain what has grown and why plants need water. They refine their fine motor skills by pouring water carefully between containers, counting how many containers they can fill from their tea pot. They ask each other questions such as, 'Would you like to come to my lovely tea party?', and they watch the flow of water as it trickles along recycled plastic guttering.

Usually children resolve most of their differences themselves, although, some of the younger children still require adult support for this. They negotiate the steep bank in the enclosed garden with great dexterity and confidently chase one another around the enclosed garden. Children make good use of the posters and abundant printed information displayed both outside and inside, pointing to pictures of mini-beasts and describing them to their friends. They join in with singing and dancing enthusiastically and they play musical instruments in the outdoor frame, developing good hand eye coordination as they strike the instruments with wooden spoons. When they volunteer to sing simple songs from memory adults take a photograph to mark the occasion, and the rest of the group are encouraged to join in with the singing and actions. The staff actively support this aspect of children's learning, helping them to gain valuable skills for the future.

Adults remind children not to drink the water in the role play tea pot, and they encourage children to walk when they are indoors, ensuring that they stay safe. Thorough and accurate observations inform adults what to plan next for children so that activities are chosen to extend individuals' learning. An effective key worker system supports staff to get to know children better. Children are encouraged to stay healthy by the very wide range of active learning that takes place, particularly outdoors, such as obstacle courses that adults set up. Before children eat their healthy snack or lunch, adults ensure that they wash their hands. Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about dangers, such as running indoors, and the possible consequences. While there is a good balance of adult-led and child-initiated activities on offer, the pre-school does not yet optimize the learning that takes place by offering daily targeted adult-led activities that will ensure children can make the most progress possible.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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

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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