

St Chads Pre-School

Inspection report for early years provision

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Inspection date

09/09/2010

Inspector

Maureen Coleman

Setting address

St. Chads C of E Primary School, Gladstone Street,
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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

St Chads Pre- School is run by St Chads Community Enterprise. It opened in 2005. It operates from a mobile structure in the grounds of St Chads Primary School, Winsford. The premises consist of one large play room, adjoining washroom facilities and a secure, enclosed outdoor play area. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open Monday to Friday and from 9.00am to 3.00pm term time only. There are currently 70 children aged from two to under five years on roll. Of these 27 children receive funding for nursery education. The pre-school supports children with special educational needs and/or disabilities. The setting employs eight full time staff, of whom five hold a relevant level 3 qualification and three hold a relevant level 2 qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The strong, enthusiastic manager leads a dedicated and committed team who share a good understanding of the Early Years Foundation Stage. Robust policies and procedures ensure inclusive practice is usually followed. Self-assessment and planning are in place and, together with a shared vision, these are largely successful in driving improvement. This results in good outcomes for children. Strong partnership with parents, carers and other providers support children's learning and development well, enabling them to quickly settle and make good progress.

What steps need to be taken to improve provision further?

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

- ensure the entry ramp is well maintained and suitable for its purpose
- develop a system for reflective practice and self-evaluation, in order to identify strengths and priorities for improvement to improve further the quality of provision and outcomes for all children
- develop individualised planning which provides appropriate and sufficient challenge for each child both indoors and outdoors and in all aspects of the curriculum.

The effectiveness of leadership and management of the early years provision

The pre-school provides a very welcoming and exciting environment with a strong emphasis given to keeping children safe. The setting is well organised and staff have a good understanding of their roles and responsibilities. As a result children are happy, feel well supported and the sessions run smoothly. Established procedures for dropping off and collecting children are very secure and children

are happy to attend. The setting is inclusive and children's individual needs are well met. Staff have good understanding of child protection issues and know what to do if they have any concerns about a child in their care. All the required documents relating to children's daily care and safeguarding are in place and efficiently maintained. The robust vetting and recruitment procedures ensure that all persons employed are suitable to work with children and remain so through regular checks. The inside and outside areas are subject to rigorous risk assessments, although the main entrance ramp is not in good enough repair to ensure safe and appropriate access to the setting.

There is a good, clear ethos throughout the setting and staff work very closely as a team. All staff are fully committed to providing children with quality care and learning. Staff set high expectations for the children and themselves. Regular, comprehensive evaluation takes place but this is not always communicated effectively to all staff to ensure a totally consistent approach to improvement. Staff training is a high priority; for example, all staff have attended paediatric first aid training and two members of staff have enrolled on a foundation degree course for babies and young children. Areas for improvement highlighted at the last inspection have all been addressed and outcomes for children improved. This is most noticeable in the outside area which has been attractively landscaped and designed to provide children with a safe and exciting place to explore and develop their large physical skills such as climbing and balancing.

The good partnerships with external agencies effectively support children with special educational needs and/or disabilities. Successful engagement with parents and carers is well established and the setting and staff are highly valued by parents. One parent expressing the views of many said " St Chads Pre-School is very welcoming and a happy place for my child to learn and play". A recently introduced home school diary has been very successful in providing up to date information and regular communication between the setting and parents. An informative and attractive notice board provides further information with 'Comment Forms' for parents to complete if they wish to acknowledge good practice or raise a concern. The availability and friendliness of the staff to engage with parents is a strength of the setting.

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

Staff have a secure understanding of the Early Years Foundation Stage and provide an interesting range of varied activities that support children in achieving good outcomes. Children arrive confidently and are eager to explore and enjoy resources and activities available to them. Resources are stored to enable children to be selective and freely choose what they want to do. As a result they become engrossed in their play and move confidently from one activity to another. They enjoy daily routines, for example, finding their name on a brightly coloured leaf label and placing it on the attendance tree. The majority of activities are child initiated and staff join in with children's play to extend and prompt their learning. Positive interaction between staff and children helps them to become confident and develop their communication skills. Hand-eye coordination and pre-writing

skills are easily promoted through practical experiences as children play, as well as through planned activities such as threading, play dough, multi link sand and water exploration. Children have fun and enjoyment, for example, while playing with a large parachute and coloured balls. The children squeal with delight and laughter as they watch the coloured balls bounce off the parachute while staff quickly engage with children to promote their language and communication skills. Outdoor painting easels, white and black boards, paint, chalk and whiteboard markers encourage children to write freely. The role play area is often changed to maintain their interest and inspire new games. Children enjoy listening to stories and enthusiastically join in with familiar counting songs. When playing in the outside area suitable clothing is available to enable children to enjoy being outside in the fresh air whatever the weather.

Spontaneous observations are completed by staff and activities and experiences effectively promote children's learning in all areas of the curriculum. However, plans do not always link to each child's prior attainment and indoor and outdoor activities, to ensure that children are challenged as much as possible to reach their full potential. Children find out about the world around them by exploring the 'Natural Garden' in the outdoor area where wild flowers and plants have been planted to attract mini-beasts and butterflies. As such, they learn to take care of living things. Children behave well and show care and consideration for others as they follow the expected rules. These characteristics also help them to feel safe. They learn to share, say please and thank you, and listen when asked. Trusting, positive relationships between children and staff are a strength of the setting and this extends to relationships with parents, carers and outside agencies. Children's health is promoted effectively because of well-established daily routines which help children to develop good hygiene habits, become independent in their personal care and begin to understand the importance of a healthy diet, exercise and fresh air. Children's self-esteem is boosted by the praise and encouragement they receive and they thrive in an atmosphere conducive to learning.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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