

St Francis Pre-School

Inspection report for early years provision

Unique reference number EY404890
Inspection date 15/09/2010
Inspector Alison Large

Setting address Valentine Annex, Valentine Infant School, Valentine Avenue, SOUTHAMPTON, Hampshire, SO19 0EQ
Telephone number 07935742903
Email
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 Francis Pre-school is a privately owned pre-school. It opened in 1965 and re-registered due to a change of ownership in 2009. The pre-school operates from three rooms in a community annex in Valentine Infant School in the Sholing area of Southampton. The pre-school is open weekdays from 08.45 am to 11.45 am and 12.30 pm to 3.30pm, during school term times, with a lunch club provided for children who are staying all day. Children are able to attend for a variety of sessions. The children have access to a secure enclosed outdoor play area.

The pre-school is registered to provide care for a maximum of 42 children in the early years age group at any one time. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 37 children in the early years age group on roll. The pre-school supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language. The pre-school employs seven qualified staff to work directly with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the pre-school and make good progress in their learning and development. Children's individual needs are met because staff get to know the children well and work to promote an inclusive environment. The pre-school provides a bright and child friendly area for children to play and learn, where they develop confidence and self-esteem. Children have access to a wide range of resources and activities, which help children make good progress in their learning. Regular evaluation of the pre-school has been started to make sure priorities for development are identified and acted on, resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to recognise and write their names, for example on art work and provide more opportunities for children to use information technology to support their learning
- ensure risk assessments are reviewed regularly ensuring new hazards are identified and assessed, with particular regard to the entrance door.

The effectiveness of leadership and management of the early years provision

Children are welcomed into the pre-school by friendly staff who help children settle happily. Staff have a clear understanding of safeguarding children. They have a good understanding of child protection issues and children are well supervised at all times. Staff ensure that the premises are secure while the session is running and all visitors are asked to sign in. Risk assessments are in place and cover the premises, equipment and use of the outside areas. However, after a request from the school, the group have had to change the main entrance of the pre-school from the rear of the premises to the front, but the main door now used, is a fire door and the group's risk assessment has not been reviewed to cover this, to ensure children are fully protected. Children are provided with an inclusive environment and learn about valuing each other's differences. Staff work together well as a team. They organise the learning environment to ensure children can move freely and gain easy access to the good range of interesting resources. Staff are aware of their roles and responsibilities each day and any accidents or administration of medication are appropriately recorded. Documentation is in place to inform staff of any health or dietary issues children may have. Systems to monitor and evaluate the effectiveness of the pre-school are not yet fully in place to ensure that areas for development are being identified to ensure the ongoing development of the pre-school. For example, although a good range of activities are provided daily, children have little access to resources and equipment to help develop their skills in information and communication technology and for recognising their written name.

Staff recognise the importance of having good relationships with parents to secure children's good progress. Parents are kept well informed about their children's routines and the Early Years Foundation Stage, via information displayed and newsletters and through daily discussions with staff. They are encouraged to share information about their child's likes and dislikes and can talk to staff at any time. Parents report they are very happy with the care offered to their children. They always feel welcomed into the setting and feel able to talk to staff. The pre-school has good links with the school and other providers.

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

Children are happy, settled in the pre-school, which offers a warm and welcoming environment for the children. They quickly settle into the routines of the day and independently make choices from the wide range of resources available. Equality and diversity are promoted well. Children with English as an additional language are supported by staff who help them develop their understanding of English. Staff work hard to provide an interesting and stimulating learning environment. Some resources and activities are set out, and children happily and confidently initiate their own learning as they help themselves to scissors, paper and tape to make cards or their own creations. Activities are sometimes planned by staff and at other

times are requested by the children. Observations and assessments are recorded for each child and the planning and assessment records clearly link to the Early Years Foundation stage areas of learning. They identify the next steps in individual children's learning to ensure children are making the best possible progress.

Children are beginning to learn to share and take turns; some are good at helping to tidy away toys. They behave well and respond to reminders from staff to wash their hands or take turns. Many are beginning to be independent and take themselves to the toilet or put on their own coats before going outside. Children enjoy stories in small groups and concentrate well. They enjoy mark making with the good range of pens, pencils and paper available. However, during the inspection there were few opportunities for children to recognise their written name to help them ascribe meaning to their mark making. Children are beginning to count and measure as they make their own play dough and talk about shape and size. They develop their physical skills as they play in the garden or ride the bikes and play with the hoops. They use their imaginations well as they play in the 'shop', pretending to go shopping with the food and baskets.

Children feel relaxed and secure at the pre-school and develop a sense of belonging due to the good systems put in place by staff. Children's health and safety are well promoted. They follow good hygiene routines when visiting the toilets or preparing for snack time. This results in children being confident and learning self-care skills. Children are provided with healthy and nutritious snacks, and they bring a packed lunch if staying for lunch club. They can access drinking water if needed. All children and staff take part in fire drills to ensure the safe evacuation of the building, and children talk about keeping themselves safe. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements.

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

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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