

Little Saints Pre-School

Inspection report for early years provision

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EY343699

Inspection date

04/10/2010

Inspector

Kevin Wright

Setting address

St.Thomas Primary School, School Road, Exeter, Devon,
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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

Little Saints Pre-School is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is registered to provide care for a maximum of 14 children from three years to under eight years at any one time. The pre-school operates in its own premises attached to St Thomas Primary School in the St Thomas area of Exeter. The setting has use of one main room with a small outdoor area. They also have use of the adjoining school hall for three days per week. The pre-school have use of other facilities within the school, such as the school library, playground and adventure trail. The setting has strong links with the school children having the opportunity to visit the school for story times throughout the week prior to moving into Reception. The pre-school opens during term times from 8am to 6pm for three days per week and 8am until 3pm on other days; children can attend on a sessional basis or for the full day. Funded nursery education sessions are offered from 9am to 11.30am and 12.30pm to 3pm, term times only. The pre-school offers breakfast club every day and after school care on three days per week for children attending St Thomas Primary School. Three staff, including the owner, work in the pre-school, all of whom hold appropriate childcare qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority. The pre-school works closely with the Area Special Educational Needs Co-ordinator. There are currently 30 children on roll. Of these, 28 receive nursery education funding.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this safe, inclusive and well-run pre-school. They settle in quickly and relate well to one another and to staff. Children make good progress because staff have a clear understanding of the individual needs of children and strive to provide the right level of challenge and support. Systems to observe and assess children's progress are generally well established. The pre-school works in close partnership with parents and external agencies to meet children's individual needs. The manager and staff have satisfactorily addressed the recommendations of the previous inspection report and the setting demonstrates a good capacity for continuing improvement.

What steps need to be taken to improve provision further?

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

- update children's progress records more regularly and link this information to daily and weekly planning so that individual children's next steps are clearly addressed
- review outdoor play arrangements in the free flow area so that children playing with floor-based activities are not interrupted by those using scooters

and trikes.

The effectiveness of leadership and management of the early years provision

Safeguarding training has been completed to the appropriate level by all staff so that staff have a good understanding of safeguarding policy and procedures. Recruitment and selection procedures take full account of safeguarding requirements. Staff are clear in their focus on helping all children to make good progress in their learning and development. There is a strong inclusive ethos that promotes quality and diversity and drives improvement. Staff work hard to ensure that children with specific learning needs are identified early and that appropriate support is brought to bear. For example, a non-English speaking child, who is at the early stage of English acquisition, has benefitted greatly from good quality home language and dual language resources that have been created by the pre-school staff. Staff work well as a team and the provision runs smoothly on a day-to-day basis with well-deployed resources. Staff are deployed effectively so that children's free flow play is well monitored. The pre-school is well organised so that the resources and play areas are well equipped and safely accessible for the children. The key person system functions effectively and is appreciated by parents who feel that staff know their children well. Staff work in a strong partnership with parents and carers who say there is good quality communication with the staff and that staff listen and respond appropriately to concerns. The parent partnership programme also enables the parents an input into the review and planning process. A 'parent book' system works well as a communication book that goes back and forward between home and the setting. Good links with a range of other agencies and institutions enable external resources to support the development of the children. For example, in areas, such as speech development and autism. A strong relationship with the adjoining primary school enables transitions to be well planned and smooth so as to minimise children's anxiety. All written records are properly in place and well maintained. All required policies and procedures are in place and effective self-evaluation is securing improvements. However, the children's progress records are not updated at frequent enough intervals and the information on individual children's progress and areas for development are not sufficiently linked to daily and weekly planning.

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

Children are safe because safeguarding arrangements are robust and risk assessments are conducted properly. Daily arrivals and departures are closely monitored by staff and entry is secure. The quality of care is good. In this attractive, welcoming pre-school children are happily relaxed, confident and trusting of staff. Staff and children have a warm relationship and children enjoy each others' company. Staff help children develop good social skills by positively encouraging good behaviour. Children make good progress towards their age-related expectations. They engage with activities for extended periods, concentrating well. They confidently choose from the broad range of indoor and

outdoor activities and access further resources from storage if needed. For example, a child, wholly independently, created a drawing having accessed the paper and pencils himself, sat himself quietly in the art and craft area to draw and then stored the completed work in the 'going home' box, to collect at home time. Children are strongly developing their understanding of the world around them and their vocabulary is systematically extended through discussions. They know the days of the week and can talk about the weather. They are developing their concept of number and can apply it to real situations. Children demonstrate they are developing their creative skills, enjoying role play and collaborating well in this work. Children can accurately recall things they have learnt earlier in the session or on previous days. Children consolidating physical skills of control and balance on scooters outdoors showed they understood how to share and used a sand timer to allocate turns. However, children creatively using floor-based toys outside were frequently interrupted by those using scooters and the play areas were not sufficiently separated. Staff intervene effectively to extend activities and inject the right level of challenge. For example, in a play dough activity where children had already shown themselves to be confident users of a range of shaping tools, the manager successfully introduced number work and followed this by demonstrating different manipulative skills for rolling balls and lengths of dough which, after some practice, children were pleased to find they could do themselves. Children are aware of health, hygiene and safety. They enjoy the healthy snacks provided and can independently access water from the dispenser when thirsty. They know to wash their hands before eating and after messy play and toileting. There are many opportunities for physical exercise, which children enjoy. In developing skills for their future wellbeing, children have a good foundation in language, numeracy and information and communication technology. They like to take on responsibilities, for example in clearing up after play. Typical of the strong partnership with parents in supporting children to achieve is the 'home reading' book programme. This allows parents and carers to work with children on language development at home and links to a similar programme in Reception Class.

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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