

St Nicholas Pre-School Playgroup

Inspection report for early years provision

Unique reference number 148680
Inspection date 27/09/2010
Inspector Samantha Hunt

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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 Nicholas Pre-School Playgroup has been established for over 30 years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The Pre-school is run by a voluntary committee of parents and operates within The Small Village Hall in Hurst on the outskirts of Wokingham in Berkshire. The pre-school has use of the kitchen, one room and toilets. All children share access to an enclosed outdoor play area.

A maximum of 21 children may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 3pm term time only with a lunchtime session that operates from 11.30am to 12.30pm. There are currently 27 children attending the pre-school within the early years age group, who attend a variety of sessions. Children come from the local area.

The pre-school employs five staff in total. The manager and three members of staff hold appropriate early years qualifications. There is one member of staff working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and confident in the setting. They form warm relationships with their peers and staff. Staff plan a range of child-initiated and adult-led activities and experiences to support children in their individual learning. Good working relationships are fostered with parents and others to promote positive outcomes for the children. While improvement can be seen since the last inspection, self-evaluation is not sufficiently robust to show all areas which need improving. As a result, the setting is in breach of regulation.

What steps need to be taken to improve provision further?

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

- ensure there are effective systems in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children are suitable to do so, and ensure these records are maintained on the premises and available for inspection by the regulator. (Suitable Person) (also applies to the Childcare Register) 27/09/2010
- ensure there is a named deputy who is able to take charge in the absence of the manager. (Suitable Person) 27/09/2010

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

- update observation records regularly to ensure they are a secure record of children development
- monitor and maintain the temperature of the setting to ensure the comfort of children and staff
- continue to develop the self-evaluation system to monitor the provision and outcomes for children, ensuring areas for improvement are identified to enable continuous improvement.

The effectiveness of leadership and management of the early years provision

Staff are committed to providing children with a safe and stimulating environment in which to learn. Twice daily risk assessments are carried out by staff and ensure the environment is safe for children. Staff demonstrate a clear understanding of the signs and symptoms of abuse to enable them to safeguard children.

Documentation is held to support them should this situation arise. Suitable arrangements are in place to ensure the suitability of staff. However, the manager is unable to confirm whether all staff have had criminal records checks carried out as information related to this is not stored on the premises and as a result unavailable on the day of inspection. This is a breach of regulation.

The setting has acted effectively on recommendations made at their last inspection and have previously used self-evaluation effectively to highlight areas for improvement. However, this has not been continued regularly, and as a result the setting is in breach of several regulations. Children play and learn in a stimulating environment, where they have the opportunity to play both inside and outside. Space is organised effectively, which enables the children to move around freely and safely. Toys and resources are of good quality with many being easily accessible to the children. However, on the day of inspection the pre-school building was cold.

Staff work well together as a team and are clearly aware of their roles and responsibilities. Staff are supported to attend further training to develop their knowledge and skills. Regular staff meetings are held and provide staff with opportunities to discuss practice issues. However the setting does not currently have a named deputy. This is a breach of regulation. Staff show a good understanding of the early learning goals and observe children regularly. However observations made by staff are not regularly added to children's developmental profiles, to ensure staff highlight gaps and effectively plan for children's next steps in learning. There are good systems in place for ensuring individual needs such as dietary are noted, shared with staff and respected. All children are encouraged to make choices and take part in all activities they wish too.

The setting has clear procedures in place to form partnerships with other settings children attend or move onto such as the local primary school. Partnerships with

parents are good. Staff greet parents and children in a welcoming, friendly manner. Parents receive a variety of information about the pre-school and its policies via the notice board, newsletters and verbal feedback from staff. However, contact details for the regulator are incorrect. Parents are given several opportunities through the year to meet formally with their child's key person to discuss their child's progress. Parents are able to access their children's individual developmental records whenever they wish. Parents speak highly of the pre-school, and feel their children are making good progress. They comment on the welcoming staff and on the variety of activities and experiences that the children have such as the lovely garden.

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

Children are confident and eager to learn, and are able to take part in planned activities or initiate their own play. They relate well towards their peers and staff and are confident to make their needs known or to seek support from staff when they want it. For example, they request help with an apron or ask to use the computer. Children share toys and resources well with one another. They take part in games such as snap, waiting patiently to take their turn at putting down a card. Children have opportunities to develop their creative skills as they dress up or make a creation out of junk. They confidently choose the resources they want from the large tub before using glue sticks, scissors, shiny ribbons and paper to build a creation. Staff involve themselves well in children's learning. They interact effectively at their level and ask questions that extend their learning and make children think. For example, they encourage children to identify the different coloured pegs as they make patterns on a wooden board. They read stories to children adjusting their voices to make the story interesting and encouraging children to talk about the objects they can see on the page. Children develop their physical skills well as they confidently climb up onto the climbing frame before whizzing down the slide back to the ground again. They negotiate scooters and bikes in the garden, and enjoy following commands from peers and staff to stop or go depending on the colour of the traffic lights which are being held up.

Children's behaviour is very good. Staff show warmth and kindness towards the children and deal with any behaviour issues in a calm and consistent manner. This helps children to learn right from wrong. Children clearly understand the rules and boundaries of the setting. For example, they know when the timer goes off it is time to let a friend have a turn on the computers. Children receive lots of positive praise and encouragement from staff who show enthusiasm whenever they interact with the children and one another. This helps children to feel valued and settled in the setting. Children's health and well-being are effectively promoted as they have daily opportunities to access fresh air and exercise. Children know they need to put on their coats before going out because it is cold. The setting provides children with healthy snacks which include fresh fruits, vegetables, cheese and bread sticks. Snack time is a social occasion with children and staff engaging in conversation around the table. Children are encouraged to develop their independence as they pour their own drinks of water or milk, and then place

empty cups in the bowl when they have finished. Children readily approach staff for support at activities and are confident to talk to visitors to the pre-school. This indicates that children feel safe. Children develop their own awareness of safety through practice and discussion with staff. Staff supervise children well and give gentle reminders not to run or why they need to line up carefully, which helps to keep children safe.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for, or be in regular contact with, children). 27/09/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for, or be in regular contact with, children). 27/09/2010