

Holy Family Pre School

Inspection report for early years provision

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Inspector	Tom Radcliffe
Setting address	Holy Family Primary School, Marlowe Avenue, Swindon, Wiltshire, SN3 2PT
Telephone number	07732 704560
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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*.

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Description of the setting

Holy Family Pre-school opened in 1983. It is a committee organised pre-school that uses a mobile classroom in the grounds of Holy Family Primary School in Park North, Swindon, Wiltshire. There is an attached enclosed outside area available for the children's play.

The pre-school is registered to care for up to 26 children in the early years age group. Currently there are 60 children on roll, this includes children who are in receipt of government funding for nursery education. The setting welcomes children that have learning difficulties or disabilities and those that speak English as an additional language. The setting is registered on the Early Years Register. The pre-school is open from 08:45 until 11:15 and from 12:15 until 14:45 each weekday during school term times. The setting offers an optional lunch club. There are nine full or part-time members of staff working with the children. Of these six have relevant early years qualifications and five are currently working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides children with a stimulating and interesting play environment. All staff work with a good understanding of the individual needs of each child which enables their learning and welfare needs to be given good attention. Children enjoy their time in the well-organised setting and are given opportunities to be independent and make choices about what they do. Good partnerships with parents, settings and other professionals help most children make progress. The provider uses self-evaluation effectively to build the setting's capacity to improve and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- build on the present level of provision for the use of information and communication technology to support children's learning.

The effectiveness of leadership and management of the early years provision

The setting makes concise written policies and procedures available to the users of its service. This ensures that it is managed efficiently, safely and in the interests of both children and their parents or carers. Staff have a good knowledge and understanding of how to safeguard children as they implement effective procedures consistently. The setting benefits from a team of hard working and

experienced staff who are all vetted for suitability and show a strong commitment to protecting children's interests. Children are sensitively supported by adults and play in a safe environment which is thoroughly risk assessed to minimise potential hazards. This allows children to have positive play experiences both indoors and outdoors which promotes their all round development. Children's good health and well-being is promoted by staff, for example, in cases of minor injury or illness.

The provider and manager use effective self-evaluation from which they gain an accurate understanding of the setting's strengths and relative weaknesses. All interested parties are able to contribute to this as staff observe children carefully and obtain feedback from parents. Staff work as a team and feel happy to make suggestions and contribute to the agenda for improvement. There have been improvements made since the last inspection. In addition to this the manager ensures that the expertise of individual staff is used fully to enhance outcomes for children. This ensures, for example, that children with additional learning needs or who use English as an additional language are very well supported by the work of the nominated member of staff. The setting works with a good understanding of the need to promote effective partnerships widely to support the ongoing learning and development of children.

Children play in well organised premises which they find attractive and which promotes their learning in all areas. Staff respond well to children's individual needs as they facilitate both child-led activities and a more direct adult approach. This allows children to be independent as adults make timely interventions to enhance their learning and understanding. The setting promotes inclusive practice at all times as each child is treated as an individual with the capacity to build on what they can already do. Staff provide children with appropriate activities to enable them to understand about their diverse world and community.

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

Children make progress as they access appropriate learning opportunities as they spend time in the setting. Staff ensure that they have a good understanding of the starting points of each child and any specific challenges that they may encounter. Parents are used to help the setting work with children whose skills in English require development. In addition staff observe children carefully to monitor the progress that children make. This information is collated in written development records which can be shared with parents and used to plan children's next steps in learning. Staff take care to ensure that children's interests form the basis of their play which helps to motivate them. In addition staff constantly encourage children to extend themselves as they provide challenge in the planned experiences that children have. The setting is very lively with a purposeful air as children decide to play with table top activities, use construction sets or make tracks for wheeled toys. Children respond well to adults and listen to advice given, answer questions and talk about their play. In a large group at the start of the day children used numbers and spoke about their names, letter sounds and the time of the year. In addition children enjoy taking part in small group activities with adults as they

learn about written language, shapes and colours. Such group activities allow staff to assess children and gain a full understanding of them as individuals. Children also enjoy physical activity as they use resources outdoors and move to music while indoors. The setting promotes children's creative skills and imaginations as they use messy play resources and role play equipment. Children have limited access to information and communication technology which means that opportunities to support their learning can be missed. The setting has a good understanding of the Early Years Foundation Stage (EYFS) and a good understanding of how young children learn through play and first hand experience.

Children's welfare is promoted by the setting. All children are safeguarded and have an age appropriate understanding of their own safety and that of others. Children's behaviour is managed very well as the atmosphere in the setting is mainly friendly with children sharing and cooperating with each other. Staff are calm and patient and always take the opportunity to allow children to understand the consequences of their behaviour and its impact on others. Staff allow children to have an understanding of the varying needs of other children, for example, that any group of children will show a range of skills and competencies. Children show an increasing ability to concentrate and understand that different activities require different responses, for example, when playing outside or when taking part in a circle time activity.

Outcomes for children are promoted by the setting. Children enjoy their time as they play independently, learn with adults or make discoveries with other children. Though space is limited children are able to explore their play environment and use outdoor space. Children feel very safe and are shown about keeping themselves safe, for example, when using outdoor play equipment. Children have good relationships with adults which makes them feel secure and confident as they learn and play. Children learn about healthy life styles and choices as they have snacks and enjoy taking part in a range of physical activities. Most children show the desire to learn and respond to the expectation that they will make progress. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most children are prepared for future learning needs.

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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