

St Matthews Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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 Matthews Pre-School is a committee run group , which opened in 1973. The pre-school operates from three rooms in St Matthews Church Hall in Worthing, West Sussex and there is an enclosed outdoor play area.

A maximum of 35 children may attend the at any one time and it is open each weekday from 9am - 3pm, term time only. There are currently 62 children in the early years age range, aged from two to five years on roll. The setting is in receipt of funding for the provision of free early education to children aged three and fours years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school employs nine staff, of which eight hold an appropriate qualification; one member of staff is currently working towards a qualification. The setting receives support from mentors from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy at this welcoming and child-friendly setting. They form good relationships with the experienced staff who successfully meet their care and learning needs. The staff team have develop effective partnership both with parents and other agencies involved in the children's care, which ensures that they are fully aware of children's individual needs. Children benefit from the inclusive environment, where their unique qualities are valued. Overall, the required documentation is in place. There are good systems in place to monitor and evaluate the effectiveness of the setting to ensure continuous improvement, using a detailed self-evaluation of practice and feedback from local authority reviews to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the record of risk assessment to ensure that it includes everything a child comes into contact with
- develop childrens understanding of linking sounds to letters

The effectiveness of leadership and management of the early years provision

Procedures for the day-to-day management of the setting are good and, as a result, the setting runs very smoothly providing a safe and secure environment for all children. The setting completes risk assessments and visual checks each day to ensure the children have the freedom to explore safely. However, the risk assessment record does not accurately reflect all possible hazards to help towards keeping children safe. This does not affect the children's care as the staff are well deployed to provide children with constantly high levels of supervision, ensuring their safety both in and outdoors. Staff are confident in their knowledge of child protection procedures. The designated persons who deal with any child protection concerns have attended specific safeguarding training. Robust recruitment, vetting and induction procedures ensure staff are suitable to work with children. The required policies and procedures for the effective running of the setting are in place. Records are kept of accidents or any medication administered and shared with parents. All required written consents are in place to safeguard children's welfare and ensure parents' wishes are known.

The staff team are caring and enthusiastic. They understand their roles and responsibilities, working well together to ensure the setting runs effectively. They make good use of resources and the in and outdoor play areas are well-organised, so children take part in a suitable range of age appropriate activities. A wide variety of activities are set out by staff daily at the start of each session, with a balance of child and adult-led activities. All children are included and supported appropriately and the setting promotes equality and diversity effectively. There are effective support systems in place to enable children with additional learning needs to be supported in their play. They make steady progress in their development as the staff work very closely in partnership with all involved in the children's care.

Children's welfare and learning is enhanced as staff develop very good partnerships with parents. Records of children's progress are regularly shared with parents, who contribute their own perceptions of their child's progress. Parents play an active part in their children's learning and are aware of what they can do at home to further support their children. Parents receive regular newsletters and have access to policies, procedures and other relevant information. Parents comment they are very pleased with the service provided for their children, that staff are very caring, their children are happy and learning well and extra support is given for children's individual needs.

The staff team have a very keen commitment to the continuous improvement of the setting. The effective systems for self-evaluation include views of the staff and parents and accurately reflect improvements that will have a positive impact on outcomes for children. Since the last inspection staff have attended further training, resources have been extended and recommendations made at the last inspection have been addressed further improving outcomes for children.

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

Children demonstrate they feel safe as they are confident, secure and happy at the setting. They busily occupy themselves as the staff team provides them with a good variety of activities. The sensitive interaction from staff helps all children make good progress. Members of staff ensure activities planned cover all the areas of learning so that children can achieve in their learning and have fun. Observation and assessment is clearly linked to planning which is flexible and responds to children's individual interests, their starting points and their capabilities. Clear plans help to identify the next steps in the children's learning and ensure they are actively engaged in their activities.

Children are challenged and encouraged to extend their learning as they actively explore and take delight in playing with the resources available to them. They are confident in their communication skills and chat happily to all within the setting. Generally children enjoy listening to stories, which helps promote children's language and literacy skills. They respond to questions asked by the staff and join in with telling the story, which they are familiar with. Children are beginning to write for a variety of purposes. Low level storage units are clearly labelled and signs around the setting help children recognise letters and simple words. However, the more able children are not always encouraged to learn about sounds of letters during everyday activities. They learn numeracy through counting and calculating routinely as they take part in activities; for example, children recognise numbers as they accurately count to 10 when counting the number of puzzle pieces. They develop physical skills as they balance and use wheeled toys, pedaling with skill as they manoeuvre around the playroom. Children have access to programmable toys that support their learning of information and communication technology and prepares them with skills for the future. They find out about their natural environment as they use magnifying glasses to look at the vegetables they have grown in the garden. Staff provide many opportunities to develop children's creativity, such as in their role play scenarios in the home corner. The children happily take part in craft activities as they make interesting models with recycled materials, which they proudly carry home. Children show understanding of the society in which they live and the wider world, which is promoted through the range of resources and activities they participate in; for example, they celebrate diversity naturally through learning about the different cultural festivals such as Chinese New Year. During Harvest festival activities they learn about caring for others, such as providing food for people that are homeless.

Children stay healthy as staff clean tables with antibacterial spray and maintain a clean environment for children to play in. They learn about good hygiene practice and healthy lifestyles through daily routines, washing their hands properly before eating and after using the toilet. Children sit together for snack time, enjoying the lovely social occasion where they discuss their home and experiences that interests them. They also learn to eat healthily. They are offered healthy snacks of fresh fruit, milk and a steady supply of water. Children also learn the importance of adopting healthy lifestyles, as they play in the garden area and learn about keeping fit by taking part in yoga sessions. Children socialise well with the staff

and each other. They learn to develop healthy attitudes to each other as they share a lively sense of being part of a team during group activities; for example, in the garden children work very well together as they initiate their own ideas for catching balls, when they drop off the end of plastic tubes. They respond with great excitement to the praise and encouragement of staff. Children are learning the importance of how to keep safe as they take part in fire drills, which ensures they learn about how to evacuate the building safely.

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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