

St Joseph's Pre-School

Inspection report for early years provision

Unique reference number

107057

Inspection date

03/12/2010

Inspector

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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. Joseph's Pre-school was established in 1975 and is located in St. Joseph's Catholic Church Hall, in Fishponds, Bristol. Children have access to an enclosed play area at the front of the building. The pre-school is open Monday to Friday, term-time only, from 9am to 12 and on Tuesday, Wednesday, Thursday and Friday there are afternoon sessions which run from 1pm to 4pm. A lunch club operates between the morning and the afternoon sessions so that full day care is available.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 59 children from two to under five on roll, some in part-time places. The pre-school is able to care for children with special educational needs and/or disabilities. The pre-school provides funded early years education for three and four-year-olds.

There are nine members of staff, nine of whom hold early years qualifications at level three. One member of staff has achieved Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St. Joseph's Pre-school hall environment is inviting for children to learn through play. Children are safe and well-behaved. They are independent in managing their time in the pre-school and move around the setting confidently. Some resources and equipment are in much need of attention. Mostly children's progress is good; planning is flexible and inclusively takes into account the interests and needs of nearly all the children. Children are learning through opportunities to independently use outside as an extension to their play, so enabling their individual learning patterns to be encouraged. Overall, staff understand the needs of children and are proactive in attending various training events which has an impact on learning outcomes for children.

What steps need to be taken to improve provision further?

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

- plan and provide experiences so that all children are engaged and actively learning
- review the environment and resources after each session to ensure that the furniture and resources are clean

The effectiveness of leadership and management of the early years provision

Staff members in St Joseph's Pre-school have a good understanding of the need to protect children from harm. Children are safeguarded by staff who up-date their knowledge regarding child protection procedures. They regularly attend training and have good arrangements in place to protect children from people who are not vetted. Staff keep children safe on the premises, they assess risks and record the information which is checked at regular intervals. Policies and procedures are well documented, easy to read and available to parents and carers at all times. Parents are fully aware of the process staff will take in the event of a complaint.

There is a strong partnership and communication between staff, parents, relatives and childminders, who care for children after pre-school. Information to parents about the children's day is available in many forms. This includes the time taken by staff to verbally report what the children have done during the morning to those who collect them from the pre-school. The partnership between parents and the staff are well established before children start pre-school. This happens through home visits by staff which gives children the chance to meet staff and learn about what will happen once they start in the pre-school. Each child receives a booklet showing photographs about the routine of the morning and the areas where they can play. Also parental visits to the pre-school enable individual staff members to secure shared information. This helps staff in order to assess the children's starting points and abilities. In response to requests for comments on the service provided by the pre-school, parents say that there is a good bond between staff, their child's key worker and themselves. Parents feel confident in approaching staff if they have any concerns. A group of parents are voted to be part of the pre-school committee which not only fund raises for the children, but are also keen to help with such things as outings. The partnership which has developed with other settings, such as the local primary school is well established. This means that a secure relationship enables children's needs to be inclusively met. The channels of communication between all partners involved with the children; successfully promotes their learning, development and welfare.

Staff have a clear understanding of the Early Years Foundation Stage regulation and requirements. They have adopted a system for recording children's progress which suits their style of teaching. There is evidence of children's next steps and small goals being met and staff have a system in place for observing and assessing children's individual learning needs. The interests of children are organized through regular planning, which is linked to supporting activities. Written information from a range of sources is provided in children's learning journals so that the opportunity to progress is regularly monitored. However, not all children benefit from planned challenging experiences in order to be consistently engaged and actively learning; but, overall children are having fun while learning through play.

Resources such as staff, toys and equipment are effectively managed. However, some toys and equipment lack due care and attention such as aprons which are used by the children and along with a painting easel are covered in dry paint; several tables have worn and torn covering. Some equipment is in better condition

such as appropriate labelling visible on storage boxes and fitted into shelves. This enables children to see what they can choose to play with from the picture on the front of the box, as well as helping them to identify the written word associated with the content. The room is divided into areas for children to use and the walls are decorated with their work, so valuing their efforts. Children are very aware of what is available for them to play with and independently access toys for themselves.

The pre-school provides a valuable service which is inclusive for families whose home language is not English. Equality and diversity is managed well and children are introduced to a range of festivals which generates a positive experience through activities and the use of story books. This enables children to learn about the world around them. For example, a visit to the local shop with staff and parents gives children a sense of community. There are successful steps taken to help children with additional needs so that they can achieve. Parents are provided with written information in their home language where possible and home visits are a valuable opportunity to help parents understand about their children's time in the pre-school. Posters written in dual languages also provide parents with further information and welcome. As a result, every effort is taken to help parents be involved in their children's learning with positive outcomes.

There are several schemes covering how the staff and committee evaluate the work which is managed in the setting. A detailed Ofsted self-evaluation form remains part of the assessment process. Staff and committee of the pre-school have identified areas they wish to further develop. This includes improving opportunities for children through 'Every Child a Talker' scheme which will identify areas for developing children's language.

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

Children feel safe in the care of staff members who are very encouraging with praise and support, so enabling children's self-esteem to develop. Children know the routine of the day and are independent in their personal care. For example, they confidently visit the bathroom, know when they need a drink, are able to choose what to play with and make decisions about whether they wish to play outside or indoors. Children take turns in preparing the morning snack with a member of staff for the other children. As a result, they are learning to care and support others. Children know exactly what they can play with and where to find resources. They also have the chance to exercise and run around the school playground while mixing with older children from the nearby school, at break time. Children are provided with opportunities to understand their place in the community. They visit the local supermarket with staff and parents where they learn to buy fruit for snack time. Overall, there is a variety of opportunities for children to mix and enjoy their learning.

Staff encourage acceptable personal hygiene routines with the children. They independently use tissues and dispose of them in the bin provided. Children are

aware of the need to wash their hands before preparing snacks and after using the bathroom. Children readily access their own water bottle when feeling thirsty. As a result, they are beginning to learn their own bodily wants and needs. Children make good progress in developing their personal qualities. They are able to take responsibility for small tasks such as tidying up and helping to count the numbers of children present at register time. They are well behaved and work harmoniously together in small groups. Children are developing skills for the future as they care for each other and visitors. Through regular access and use of IT equipment children have opportunities to learn new skills. They are able to work problems out for themselves through appropriate questioning from staff in order to help them think the problem through. For example, children become excited when playing a large board game of snakes and ladders and try to work out why they start back at the beginning when moving down the snake. Children can sit comfortably in the book corner to enjoy looking at books and handle them with care. The room is divided into areas for children to use and the walls are decorated with their work, so valuing their efforts. The well stocked art room enables children to enjoy making things preparing for Christmas and painting pictures. Children are proud of their efforts and share this pride with others. Children's choice is the focus of the pre-school staff. They take time and effort in transforming the empty hall at the beginning of the session into an attractive welcoming room in which children can learn through play. Overall, children's learning outcomes are supported through staff members willingness to attend training and up-date their knowledge.

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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