

# English Martyrs Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	116837
<b>Inspection date</b>	06/12/2010
<b>Inspector</b>	Carol Willett

<b>Setting address</b>	The Community Centre, English Martyrs Church, 64 Liebenrood Road, READING, RG30 2EB
<b>Telephone number</b>	0118 9593121 or 0118 9012725
<b>Email</b>	or 07799 741786
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

English Martyrs Pre-School is a committee run group and it originally opened in 1972. It is located in the community centre within the grounds of English Martyrs Church in Reading. A maximum of 26 children may attend the group at any one time. Children have use of the large church hall and kitchen and toilet facilities are adjacent. They also have daily access to a secure enclosed outdoor play area.

The group opens Monday to Friday each week during school term times. They are open from 9am to 3:30pm. Morning sessions are from 9am to 12 noon. Lunch club is between 12 noon to 12:30pm and afternoon sessions are between 12:30pm to 3:30pm. Children can stay for the whole day or part day.

The preschool is registered on the Early Years Register. It is also registered on the compulsory and voluntary parts of the Childcare Register though currently no children attend in this age group. There are currently 48 children on roll aged from two in the early years age group. Of these, 36 two-, three- and four-year-old children receive funding for early education. Children come from a wide catchment area. The group support children who have special educational needs and/or disabilities, and children who have English as an additional language.

The group employs eight members of staff including an admin officer. The supervisor and deputy both have a level 3 childcare qualifications and two other members of staff have recently completed their qualifications. Two other staff are working toward a qualification. The admin officer has a level 2 qualification in administration. The preschool is a member of Preschool Learning Alliance. They receive support from the local authority early years team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children confidently play and are busily occupied; they make good progress in their development in a friendly traditional preschool where they are all welcomed, valued and included. Children benefit from the strong partnerships between staff and parents who volunteer as helpers and form a supportive committee. Effective partnerships with parents, other carers and outside agencies ensure continuity in children's care. The new leadership team, together with staff, take generally effective steps to evaluate the provision and make changes to improve outcomes for children and continually develop their practice.

## **What steps need to be taken to improve provision further?**

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

- ensure the temperature of the hall is maintained at all times
- develop staff behaviour management skills so they are consistent in their approach to managing children's behaviour and children have clear explanations and learn the consequences of their behaviour
- improve outcomes for children through developing further the systems for the monitoring and evaluation of practices, by using Ofsted online self-evaluation form for example, to inform staff appraisals and to identify strengths, weakness and action needed.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded as staff are suitably qualified and there are effective vetting procedures in place. Ofsted is informed in a timely manner of any significant changes to staffing or the committee. The preschool has good systems in place to ensure all children are safeguarded. Staff are all aware of their roles and responsibilities and the steps to take should they have any concerns about the children. Staff identify areas of potential risk and take positive steps to minimise these. Regular risk assessments are completed and updated annually and daily checks ensure the environment is safe. The door to the preschool is securely bolted and outdoor gates are locked ensuring the premises are secure. All required records are kept and shared with parents, including for accidents, medication and incidents. Parents and staff are made aware of the comprehensive range of policies and procedures.

Most of the staff have appropriate early years qualifications and they regularly attend training and workshops to ensure their skills are up-to-date. They organise the premises effectively to give children ample space to play and explore and be independent in their personal care skills. Children have easy access to a wide variety of suitable resources and activities covering all areas of learning. They freely access the outdoor area throughout the session to further develop learning opportunities. However, the temperature of the hall is not maintained sufficiently when the door is kept open.

The new supervisor and staff are very committed and highly motivated to improve all aspects of the preschool. There is mutual trust and respect between the supervisor and committee who are very supportive. They all work effectively together to evaluate the provision and make changes to improve outcomes for children. For example, all policies and documentation have been updated and new resources, including those to reflect diversity, have been purchased. The supervisor realises the benefit of effective evaluation, and plans to complete the Ofsted online self-evaluation form as current methods are not systematic. Staff have a clear understanding of inclusive practice and encourage children to be fully involved in all aspects of their play and learning. As a result, children are confident and well motivated. Positive steps are taken to ensure that all children can play a full role in the setting by finding out about and acknowledging their social and cultural background.

Children benefit from the good working relationship between the parents and staff.

Parents are positive in the praise of the welcoming preschool and friendly, caring staff. There are effective communication systems in place. Staff obtain relevant information about each child's needs when they start and through ongoing discussion with the children's key-carer. There are good measures in place to liaise with parents and other providers where children attend other settings or receive support from outside agencies. The children's assessment records are shared with parents and they discuss the children's next steps in learning. This ensures children's experiences are enhanced and parents are fully involved in their child's learning. Parents are kept well informed about the provision through the newsletters and notice boards.

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

Children are happy and play busily and they actively make choices. They form good relationships with adults as they are caring and friendly. Children confidently approach staff to talk, ask for help or to have a story read. Staff are very attentive and responsive creating a positive learning environment and developing children's self-esteem. Children develop a good sense of belonging as they have their own named drawers for their belongings and their art work is displayed on walls. They confidently speak in front of their friends as they practise for the nativity play and they join in singing the Christmas songs with enthusiasm. Children mostly behave well. They demonstrate increasing awareness of sharing and turn taking as they play games such as dominoes. They learn social skills and manners. They say a prayer and please and thank you at snack time. Staff act as good role models treating all with respect and care. They are not always consistent in their practices when dealing with children's behaviour as clear explanations are not always given about why behaviour is not acceptable.

Children enjoy mark making with pencils and crayons and have good opportunities for painting. Some of the older children like to try and write their names on their work. Many recognise their own names as they self-register, putting their names on a board when they come into preschool and find their places at snack time. Children enjoy looking at books in the comfortable book area and listen well at group story times, though some of the younger children get fidgety at these times. Children enjoy sorting and matching a variety of materials and they play matching games of dominoes with their friends. Children happily count up to ten and enjoy using number blocks and materials where they see how many blocks are needed to measure the rocket or spaceman cards. Staff seize opportunities to encourage the children to count, for example, when they talk about the number of cups needed at snack time for the children on the table. Children show a good awareness of position, size and shape as they play with the train sets, construction toys and make collage pictures including snowmen and reindeers on old CDs for Christmas decorations. They use a wide variety of materials and tools as they develop imaginative, creative and physical skills in their art and when using playdough to make pancakes. Children develop their knowledge and understanding of the world as they talk about the weather and animals, go for local walks to post letters and have trips to see the pantomime. They learn about their own and other cultures

during craft activities and from the range of resources provided including books and jigsaws. Children enjoy role play as they have the opportunity to bath and nurse the dolls and act out their experiences. Their physical development is promoted well as they climb and run in the outside area each day. They use wheeled toys competently as they manoeuvre them avoiding obstacles and other children. Fine movements are encouraged through the use of scissors, pencils and manipulating puzzle pieces and dressing dolls.

Children demonstrate awareness of good hygiene routines as they wash their hands and use the soap and paper towels; they use tissues and dispose of them appropriately. Staff provide healthy snacks so children awareness of healthy eating is encouraged. Water is freely available throughout the sessions. Staff have identified the need to provide a digging and planting area for outside play to further enhance children's skills and knowledge. Children show an awareness of safe behaviour as they move confidently around the setting and as staff gently reminds them to walk and look where they are going. Children make good progress in their learning and development as staff plan and provide a good range of activities and resources for their play. Staff share their observations and knowledge and children's development records contain observations and photographs of the children. These are updated regularly so staff have a clear picture of where children are at in their development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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