

St Marys 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. Mary's Pre-School is one of three provisions run by Early Years Preschool Limited. It opened in 2009 and operates from Rothley Village Hall in Leicestershire. There is a sloped access to the premises. All children share access to a secure outdoor play area. The setting is registered on the Early Years Register and the compulsory and part of the Childcare Register to care for a maximum of 24 children at any one time. There are currently 34 children in the early years age range on roll. The setting is open each weekday from 9am to 12 noon during school term-time only. Children come from the village and surrounding areas. The setting currently supports number of children who speak English as an additional language. The setting is in receipt of nursery education funding. Early Years Preschool Limited employs six staff. All staff hold appropriate early years qualifications and one of the owners holds qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe because staff provide good care and interaction to support their learning and development. Children are making good progress in all areas of learning as staff plan effectively for these, supporting most areas well during free play and everyday routines. The setting promotes an inclusive ethos where all children are valued. Children's individual needs are known and met due to effective working relationships with parents and carers. The setting is in the early stages of working with other settings that children attend. Effective systems enable the management to self-evaluate the provision and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- improve the systems in place to communicate with other settings that children attend, to ensure coherence of learning and development
- improve the use of free play and everyday experiences to further promote children's problem solving skills.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because staff have a clear understanding of child protection procedures and are confident to report their concerns when necessary. Robust recruitment and vetting procedures ensure the suitability of staff to work with the children. Children are well-supervised due to the effective deployment of staff. As a result, there are always a minimum of two members of staff both indoors and outdoors caring for the children. Effective action is taken to ensure that children are kept safe on the premises. For example,

exterior doors are kept locked ensuring that the premises are kept secure. The kitchen and stairs are made inaccessible to children. Regular risk assessments are completed by staff ensuring that the premises, toys and resources are safe for children to use. The effective organisation of the room means that children can freely move around and engage in different activities. The flexible organisation of the session means that children can choose when to engage in planned activities or to develop their own play. Staff move around the room to engage with the children in their chosen activity. Each child's key worker ensures they plan appropriate activities to meet the children's individual needs. Consequently, all children are making good progress in all areas. The effective system of self-evaluation ensures all aspects of the provision are monitored and evaluated, thereby supporting ongoing improvement. For example, as a result of consultation with parents, the routine for the collection of the children at the end of the session has been adapted to make it safer. Children feel valued in the setting because their differences are recognised and promoted. Pictures, symbols and signs in a range of different languages help staff and children who speak English as an additional language to communicate effectively. The setting is developing their work with other settings that children attend to help develop consistency for the children. Good relationships exist with parents enabling the staff to meet the children's individual needs. Parents are kept informed of their child's progress through informal daily discussions, written reports, meetings and the sharing of developmental records. Consequently, they are involved in their child's learning and development.

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

All children make good progress in their learning and development because staff effectively use planned activities to promote this. For example, during a story activity children use ribbons to pretend to walk through mud and tall grass as they 'Go on a bear hunt' and repeat the phrase 'We're not scared'. This shows they can act out and retell simple stories. Staff also use free play experiences and routines well to promote most areas of learning. However, they do not always fully promote problem solving during these times and this is reflected in the children's records of achievements. Observations and discussions with the children show they have a good understanding of numbers and, during their role play, they set out enough plates, cutlery and food for their friends. Children's personal, social and emotional development is being promoted as they make choices about what to play with. They learn to take responsibility for themselves as they choose when to have their snack and serve themselves. Children enjoy water play and accurately pour the water between different containers and through funnels. They giggle with delight when, through exploring, they find that when they squeeze the rubber ducks and fish, they can squirt water at their friends and into the water tray. Children have access to a good range of materials to develop their creativity as they decorate templates of Christmas stockings and trees. They also have a variety of writing tools, scissors, glue and sticky tape to help them develop their hand-eye coordination, mark-making and independent writing. Consequently, more able/older children can write their name independently and others are at various stages of doing so. Most children can also recognise their names on card which

they use to self-register on arrival and at snack time. Children develop an understanding of how to keep themselves safe by participating in routines such as the emergency evacuation procedure. Staff plan well to ensure that children have the opportunity to play outdoors where their learning continues to be promoted through further interesting activities. For example, growing plants and tomatoes and mark-making on chalk boards. Their physical development is promoted as they use sit-and-ride toys and balancing equipment. Children learn about the local community and the wider world as they visit the local park and places of interest such as farms. Clear policies and good hygiene practices across the provision help to minimise the risk of infections. As a result, children do not attend when they are ill. Children learn the importance of good personal hygiene and understand the reasons for this. They enjoy healthy snacks such as fruit, bread sticks and cereals. Staff are positive role models for good behaviour. Consequently, children behave very well as they share, take turns and show respect for others. This shows they are developing important skills for later life.

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	3
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