

St Georges Pre-School

Inspection report for early years provision

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Inspector Patricia Webb

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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

St George's Pre-school has been registered since 1992 and operates under the governance of a voluntary management committee. It is sited within St George's Church Hall in Tamworth, using the main hall and a smaller side room with additional use of a fully enclosed outdoor play area. All care areas are easily accessible on one level. The Preschool is open each weekday during term time only. Sessions are from 9.00am to 12.00pm with additional sessions on Monday and Wednesday from 12.00pm to 3.00pm. Breakfast sessions are offered from 8.30am to 9.00am and lunch time wrap-around sessions from 12.00pm to 12.30pm. The Preschool is registered on the Early Years Register to care for a maximum of 30 children from two years to five years at any one time. There are currently 30 children on roll in the early years age range. The setting supports children with special educational needs and/or disabilities and children from families where English is an additional language. There are five members of staff employed to work directly with the children, all of whom hold relevant qualifications to at least Level 3. One member of staff holds a Level 4 qualification and two staff are working towards early years degrees. The Preschool is a member of the Preschool Learning Alliance (PLA) and is working towards accreditation on the PLA quality assurance award, Reflecting on Quality.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This vibrant pre-school enables every child in its care to make exceptional progress in their development and learning. The committee and the staff have a collective vision for continuous improvement with rigorous systems in place for evaluating the impact the practice has on promoting outcomes for children. Very strong links with parents, carers and other agencies ensure that individual needs of each child are identified and addressed. Inspired planning and the caring interaction by each member of staff reflect the preschool's ethos of acknowledging the uniqueness of each child.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending inclusive practice by reflecting children's home languages in the setting

The effectiveness of leadership and management of the early years provision

The committee and staff have high aspirations for offering a quality provision through on-going improvement. The recently appointed manager is highly

effective, building the staff into a cohesive team with a shared vision of enabling every child to make strong progress and reach their full potential, whatever that may be. Staff have a very sound understanding of safeguarding and taking appropriate action to protect children from abuse and neglect. Constant reviews of such procedures ensure that staff have up-to-date information of the procedures and this duty of care is shared with all parents and carers. The committee implements extremely rigorous and robust systems for the recruitment and selection of staff. This ensures that children are cared for by adults who are suitably qualified and experienced and who bring key skills to the practice to enhance outcomes for children. Risk assessments are carried out with great care and consistency, as children play in an environment that is safe, child-centred and accessible to all. A vast range of resources is available and regular checks by children and staff ensure that all can enjoy the play experiences safely. These resources are presented and used in inspired ways as, for instance, the outside playhouse is transformed into Father Christmas's Grotto and milk crates and car tyres provide alternative construction opportunities. The preschool emphasises equality and diversity throughout the practice and, consequently, all children are involved in the experiences on offer. Staff know each child exceptionally well and recent changes to planning results in key workers being able to tailor activities and opportunities for individual children. Whilst there is a vast array of resources depicting positive images all round the setting, the use of words in the home languages of some children from families where English is an additional language, is limited. The preschool caters for an age range of children that encompasses many levels of ability. Staff are inspired by this, welcoming the challenge of planning and delivering programmes and activities that take account of these aspects. This is successful because the partnerships with parents, carers and other agencies and providers are very well developed. The transition of children to other provisions is seamless and reduces anxieties on behalf of the children and their families. Parents' comments and views are regularly sought and many express great satisfaction with the pre-school, citing their children's experiences as 'very positive'. For example, some comments included '(child) found it difficult to be away from me but staff gave him confidence'; '(child) is interactive and reactive to all around him'; 'the interaction between team and parents is wonderful.' Having recently taken on the role, the manager is very keen to involve all in the process of self evaluation. Staff are confident and enthusiastic practitioners and support each other in identifying aspects for improvement. Students gain a very positive insight into how children learn and develop holistically. The students are mentored and supported as they are encouraged to plan and deliver adult-led activities to groups of children in order to learn their craft in a very practical way. They also contribute to assessment of children's progress becoming aware of learning objectives and differing abilities.

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

Each session sees children enter the hall, eager to participate in the activities on offer. The staff and additional helpers transform the hall into a child-focused environment where they can explore, investigate or simply take time out to relax or develop their creativity. The staff have embraced the Early Years Foundation

Stage as a framework, explaining the principles to parents and carers to develop a shared awareness of how children learn valuable skills for the future as well as enjoying their time in the group. The pace of each session is very well planned to take account of the younger children, with all children able to show emerging abilities to concentrate, be interested in activities and enjoy the varied routines. Detailed records are kept of each child's attainment, with parents contributing to this with information and incidents from home that builds strong links between home and preschool. There is a strong emphasis on building and promoting children's self-esteem enabling them to make a positive contribution. Behaviour is exemplary as children learn from the positive role models offered by the staff. Parents are currently contributing to developing children's sense of belonging as they provide pictures and information about their families and the exploits of Scooby, the toy dog who visits children's homes at the weekend, are shared with the children. Children's views are sought through discussions, child-initiated conversations and through the use of equipment such as the camera. Children take the camera out and about, taking pictures of objects that are important to them. For example, a walk in the local area is undertaken to observe and compare how some people and businesses have decorated their premises in preparation for Christmas. Children also take time to look through the digital frame that is set at their height, recognising peers and friends, past and present, with glee. All children are making great strides in their learning and development. Some children show high levels of concentration and ability in certain areas of their learning and staff are intuitive in ensuring that all aspects are fostered to develop their holistic needs. Some children write their names and familiar words with confidence and recognise written words in their environment. Intuitive displays introduce children to numbers in their environment, such as car registration plates, lottery and raffle tickets and the numbers on their own homes. Excitement builds as children discover a fossil buried in the frozen ground outside. A wonderful conversation is initiated as a member of staff asks how the fossil, (a sea shell), can be removed. Discussions include digging it out, using fire to melt the snow, and washing the soil from it so that the children can examine it closely. They delight in visiting the secret garden to plant and tend to their garden, considering how the cold and frosty weather may have damaged the plants. Cookery activities are enjoyed each week as children become aware of measuring weight and volume, mixing various ingredients and seeing how they change when liquid is added to dry mixtures. They also learn to consider the needs of others in society as they prepare some cakes for sale in the forthcoming Christmas Fayre. These cookery activities are also used to promote children's awareness of following a healthy lifestyle and considering nutritious options for meals and snacks. They enjoy the social interaction at snack time, chatting with peers and the adults about what they have been doing. This enables older, more able, children to gain independence as well as younger, less confident, children being sensitively supported in working towards this aspect of their development. They show awareness of self-care routines such as hand washing and attending to runny noses as they dispose of soiled tissues with care. As a result of the highly inspired and effective practice within the preschool, each child is empowered with a thirst for future learning. This sets the foundations for developing key skills for life, supported by the staff, in true partnership with parents and carers.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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