

St Peters Pre School

Inspection report for early years provision

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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*.

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Description of the setting

St Peters Pre School was registered in 2010. It is registered on the Early Years Register for a maximum of 34 children in the early years age group at any one time. There are currently 54 children on roll. The pre-school operates from St Peters Hall in the parish of St Barnabas, in Beckenham, London Borough of Bromley. There is suitable disability access and use of a secure outside play area. The pre-school is open Monday to Friday from 8.45am to 12 noon and 12.15pm to 3.30pm during term times. Children attend for a variety of sessions and come from the surrounding area. The group supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are five full-time and two part-time staff working directly with the children. The manager is NNEB qualified and the senior practitioner holds a level 4 qualification and is working towards an early years degree. All other staff hold early years qualifications to NVQ level 2 or 3. Staff have access to training courses and support services run by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and thriving in the setting because it is very well led and managed. The operational plan, programme and schedule of activities flow seamlessly, effectively meeting children's individual welfare, learning and development needs. The uniqueness of each child is highly valued, enabling children to rapidly develop confidence and independence from their starting points. Children enjoy a broad range of stimulating, practical activities, inside and outside of the setting, bringing learning to life. The setting has a strong capacity for continuous improvement because they effectively evaluate what works well and less well, striving towards best possible 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 children's acquisition of independence skills, promoting healthy personal hygiene habits, their understanding of healthy eating and the importance of exercise to their health
- develop systems and resources for supporting children's understanding of routines and activities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting, because staff know what to look out for and what to do if they are worried about a child. Senior management has a secure knowledge and understanding of child protection issues and responsible attitudes towards ensuring procedures are followed correctly where concerns arise. Risk assessment is thorough and continuously applied as new situations arise, for example, reviewing arrangements for snack time, where children present with food allergies, promoting their health and welfare. Staff and children practise fire drills, so everyone knows how to stay safe during an emergency evacuation of the premises. All staff are assessed as suitable to work with children through enhanced checks.

Management are dedicated to working in creative and innovative ways, so as to actively promote inclusion and ensure children with special educational needs and children for whom English is an additional language integrate successfully. They establish caring and trusting relationships with children while exploring their likes, interests and learning styles, so that individual educational programmes are tailored effectively to children's specific needs. Children enjoy equality of opportunity through easy access to resources and facilities, well supported by caring and attentive staff. Resources are well deployed, so that children are confident selecting toys and play materials, promoting a positive disposition to independent learning.

Management drives improvement through providing further training and learning opportunities for the staff team. Self-evaluation is effective in identifying the setting's strengths and clear priorities are identified for further improvement where weaknesses impact on children's learning, such as changing the layout of resources and activities so that they are better utilised by the children. Leadership and management is strong, ensuring all the specific legal requirements are met well, such as keeping clear and accurate records, including written risk assessment, and ensuring appropriate parental agreements are in place, such as for administering medication.

The setting works very well in partnership with other agencies, seeking appropriate guidance and advice, so as to develop and effectively implement individual learning plans. Good liaison with local schools, including primary teachers visiting the setting, is helping children make a successful transition to school. Parents and carers are fully engaged in identifying children's starting points, so that they settle quickly and make rapid progress. The setting shares a good deal of information with parents and carers and presents open mornings, facilitating their understanding of how the setting delivers the early years curriculum. Parents comment that they are very satisfied with children's learning and are kept well informed and contribute to children's progress.

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

Children are enjoying activities and achieving well in the setting because the programme and schedule is well balanced and tailored effectively to meet their individual needs. Adults create an inclusive, interactive, enabling environment, so that all children are able to access toys and play materials of specific interest to them. They happily move around the setting, enjoying a free-flow experience of indoor and outdoor activities, across the six areas of learning. Children are settled, focussed and engage well with others because learning resources are attractively arranged and presented for independent and small group learning. Children are very well supported so that they feel secure, develop confidence and a positive disposition to learning. Staff constantly respond to children's individual needs, such as setting a clock showing the time for lunch, helping a child gauge the time span, and placing CDs in individual zipped plastic wallets, enabling a child to safely handle and select those of interest. Children are encouraged and successful with signing the actions to their needs, such as to put their gloves and hat on; picture cards are visually displayed on the wall, enabling children to communicate and understand desired behaviour, such as good sitting and good listening.

Routines flow seamlessly, with easy transition from free-play to whole group dancing, to small group story sessions. Most children understand the routines but some children are not clear about what is happening or going to happen next because they do not have the language to ask or express themselves. Children are encouraged and expected to be independent with their choices of resources and in their use of the bathroom and visits to the snack area. However, some helpful guidance in the form of visual images, pictures or photographs of routines, such as for hand washing, are not in place to fully support the acquisition of skills or the adopting of healthy personal hygiene habits. As a result, the bathroom is left messy at times as children are unsure of the order of how things should be done. Staff are vigilant and constantly pick up toys and keep areas tidy. As a result, children are not learning to pick toys up and put things away for themselves, so as to maintain a safe environment while working independently.

Children make a positive contribution in other areas, such as helping to prepare the fruit for snack time and sweeping the floor. They show care and concern for others, such as offering toys and engaging together in role play. Children adopt a healthy lifestyle through much encouragement to engage in stimulating outdoor activities. The setting keeps hens and maintains a vegetable plot, helping children learn about the needs of living things. Planned activities are helping children learn about food and nutrition, although there is little discussion during snack and meal times about foods which are good for them and those which are less beneficial to their health. The importance of making healthy food choices is not linked to the benefits of physical activity, so as to develop children's understanding. Children develop a broad range of skills for the future through easy access to resources for mark-making and problem solving. Outside activities, such as visits to a nature park, bring children's learning to life. Staff systematically observe and record children's likes, interests, learning styles and attainments, incorporating findings into structured planning for next steps learning, so that children make continuous

progress towards the early learning goals.

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	3
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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