

St Philips 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 Philip's Pre-School first opened in 1976 and is a privately-run setting. It operates from a church hall in the grounds of St Philip's Church at Upper Stratton near Swindon in Wiltshire. Children play in a large playroom and have access to an enclosed, outdoor area.

The pre-school is open each weekday, excluding Wednesday afternoon, during school term. Sessions run from 8.45 a.m. to 11.45 a.m. and from 11.45 a.m. to 2.45 p.m. The setting is registered by Ofsted on the Early Years Register. A maximum of 26 children in the early years age range may attend the pre-school at any one time. There are currently 56 children aged from two years to under five years on roll. The pre-school currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language.

There are five members of staff, three of whom hold appropriate early years qualifications at Levels 3 and 4. There is one member of staff working towards a qualification and one gaining a foundation degree in early years. The pre-school provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers an inclusive environment where children settle to be secure and happy. Children make good progress in their learning and development as they enjoy being with the caring staff who observe them closely to be well aware of many of the individual needs and interests. The indoor area is well set out each day to enable children to choose from a wealth of attractive resources and, overall, to be actively engaged in interesting play activities. The pre-school main strength is the way they drive improvement and the highly effective way they strive to work in close partnership with families, other agencies and providers so that children's learning and welfare needs are effectively met. Required documents are well maintained and careful reflection ensures that plans are well targeted to bring about further improvement to the provision and 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 assessment systems giving parents every encouragement to contribute to their children's records
- improve the organisation of group times so that all children remain interested

The effectiveness of leadership and management of the early years provision

Overall, the pre-school is well organised. Staff have a strong understanding of the are of safeguarding. They are familiar with the policies of the pre-school and know how to play their part in protecting and supporting children effectively. There are robust systems in place to ensure those employed are suitable to work with children. The staff conduct regular though risk assessments of the premises to identify and address any potential maintenance issues that may cause a hazard to children. When staff take children on outings off site, they follow a clear procedure to ensure the safety of children. The room in which the play session take place is welcoming and comfortable with lots of natural daylight. Staff add to the décor by displaying as many colourful posters and children's artwork as they can. This is due to the pack away nature of the pre-school and building is used my others when their play sessions end. There is a wide range of stimulating resources, which are in good condition and suitable for many different ages. Staff organise the daily play based on a theme and set out fresh activities within the six areas of learning each day. These toys and equipment are displayed at child height. There is an accessible enclosed garden to provide an area of energetic play. Whilst this does offer opportunities for physical activity, the area is a little worn in places and is not so user-friendly on the day of inspection. The staff and children however, have many plans to address this including the children ideas for growing things.

Staff evaluate each play session and this forms one level of reflection on the quality of their work. They successfully consult parents through discussion and a questionnaires. Staff take part in regular appraisals and receive support to attend training, with an update to paediatric first aid training and safeguarding at the top of their list. They have been extremely positive and outward thinking in their knowledge and learning all to benefit the children in their care. Such as being part of the current study of 'Every Child a Talker', they are link to other pre-schools and this has been very highly effective, with the pilot and now this is opening up to include all the children. They work successfully with a number of other professionals to form part of a team and staff have specific roles such as helping children gain placement with the speech therapist and local schools. Staff provide a warm and personal welcome to each family and provide them with helpful news about the play session and how their child has settled by being on-line on the internet each day. Although, this is in theory and 'new registration', in practice they have been running for over thirty years. This means that they had a recent Ofsted inspection and recommendations raised have mostly been well tackled in terms of improved outcomes for children. Staff confidently recognise the pre-school's strengths and effectively identify a number of areas where they could develop further. Recently, for example, work has been started to link more closely planning with the observing of children's play to help them progress and develop their interest.

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

All children make good progress in their learning. This is because staff have, or are gaining, an effective understanding of the Early Year Foundation Stage. As a result, children build strong, trusting relationships so that they become independent and curious to try out new activities and experiences. Older children are confident to use their initiative, for example, using the mouse on the computer and setting the timer to show when their turn is due to start. The pre-school is well organised to give children the freedom to move around to choose from a wide range of activities as they wish. However, the organisation of the daily structure does not allow for some, including the staff a tiring long day. The staff do not have clear aims in their planning for some intermittent adult-led activities, throughout the sessions, to improve the organisation of group times so that all children remain interested. The children enjoy imaginative play with a wide range of small world toys and practise role taking in the well-resourced home corner and with staff and puppets in the book area. They choose to explore many materials and it was good to see children helping other children such as trying to find another wand in the dressing up. The garage area was also getting full use and a car-sharing situation was quickly calmed by a sensitive handling from a member of staff. Whilst another child complete with safety goggles used the screwdriver with knowable skill to add nuts and bolts to his creation. The children thrive in this supportive and accessible environment; they are happy and relaxed as they independently access a variety of good quality resources to develop their interests.

The children's key persons observe their progress as they play, collecting notes and photographs to support the assessment. They use this information, along with their knowledge of the children, to effectively meet their needs as they play. However, systems to monitor children's progress towards each learning goal are not fully developed. Children benefit from the staff's thoughtful interaction and enthusiastic involvement in their activities'. Adults effectively encourage children's language skills as they talk with them throughout the day, including sociable meal times. Whilst, the staff know the children's next steps to learning the parents have very little if at all any formal input into what they have learnt at pre-school and the individual records of their learning journeys. Children develop a love of books as they regularly snuggle up with staff to read books and talk about the pictures together. They are less involved in whole group stories when young children find it hard to concentrate and older ones are not regularly extended, for example, to recall the storyline or sitting to allow others to see the book being read. Children's problem solving skills are well fostered as staff use number games and language during play activities.

Children play safely in the setting, supervised closely by the staff. Although the staff do not provide meals for the children, the open snack time provides a chance to sit and chat. The staff ensure fresh drinking water is available and they introduce some healthy eating reminders for lunch boxes and for the children when they do cooking activities. Children can use toys in the garden to take part in energetic play, though options are limited in poor weather conditions. Staff offer regular trips to local child-friendly venues like the library, park and shops. This not

only provides children with more opportunities to active play but also extends their experiences. Children effectively learn to value differences as they talk about members of their extended families and celebrate occasions that are special to children within the group, including Chinese New Year. The staff have a calm and friendly manner and are positive role models ensuring the pre-school has a supportive atmosphere for not only the children but also their families.

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	1
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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