

# St Edmunds Pre-School Kindergarten

Inspection report for early years provision

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EY417451

**Inspection date**

11/02/2011

**Inspector**

Denys Rasmussen

**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*.

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## **Description of the setting**

St Edmunds Pre-School Kindergarten opened in 1977 and has been operating under the current individual ownership since 2010. It operates from a hall in Beckenham. St. Edmunds Pre-School Kindergarten serves the local area. There are currently 51 children on roll. This includes children using the free government entitlement. Children attend a variety of sessions. The setting currently supports children with special educational needs and or disabilities and who speak English as an additional language. The group opens four days a week during term times. Sessions are run each Tuesday to Friday from 9.00am to 12.15pm and afternoon sessions on Tuesday, Wednesday and Friday from 12.30 to 15.45. There are five staff members who work with the children. All staff have relevant childcare qualifications. The setting receives support from the local authority and is registered on the Early Years Register.

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

Overall the quality of the provision is good.

The experienced, caring and motivated leadership has a clear vision for the pre-school and has successfully created a warm, nurturing and inclusive environment. Systems to evaluate practice are generally effective in supporting the pre-school to identify priorities for improvement which will enable continual progress. The pre-school works very well with parents, other settings and agencies to ensure all the children get the support they need. This enables all children to make good progress in their learning and development, given their age, abilities and starting points. Children are very well safeguarded and are able to play safely and securely because of the effective procedures, good quality play resources and vigilant staff.

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

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

- up-date and refresh an understanding of safeguarding children issues
- develop children's awareness of languages and writing systems other than English, and communication systems such as signing, pictorial and Braille.

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

Robust policies, procedures and vetting systems, thorough risk assessments along with a secure building ensure children are well safeguarded. Designated staff understand their responsibilities around child protection and know the procedures to follow if concerned about a child's welfare. However, the manager does acknowledge she is not as confident in this area as she would like to be and plans

to up-date and refresh her knowledge base. Staff work well together as a team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis and that children have appropriate adult support. The setting actively promotes equality of opportunity and ensures children with special educational needs and/or disabilities are very well supported. They liaise both with parents and outside agencies to provide the equipment and programme to meet children's individual needs. Good quality resources are well organised to allow children to make choices and to extend their play. The positive images within play resources and displays and the activities provided, help children to embrace diversity.

Staff are valued highly which means morale is good and the atmosphere is one of mutual respect. Priorities for improvement are driven by effective self-evaluation systems which are informed by parents and are currently being developed further. Through this process improvements have been made, for example, an email system has been set up to improve communication and parents are now offered a parent evening to have more formal feedback about their child's progress. The clear communication channels encourage a two-way flow of information and in some circumstances the contact books are used to ensure consistency of care. Parents are very happy with the pre-school and comment that their children progress well in the 'welcoming and friendly environment' where there is a 'loving and nurturing atmosphere'. They comment on the pre-school's 'good liaison with other professionals' enabling them to fully support their children's needs.

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

Children are observed as they learn through play to inform the planning for the next steps in their learning. The staff know the children well and follow their interests by facilitating them to extend activities when they have ideas and are motivated to learn. For example, the children start to play with construction role play. They set up a road block where they use stop and go signs in the area where children are riding bikes. Children stop riding their bikes when the sign says stop, and go when the sign says go. They thoroughly enjoy this game and the child in charge of the sign takes his role very seriously. They are learning about rules to keep them safe and are very good at following instructions. The role play is extended when the children decide they need hard hats and a flashing light to warn people of the danger, they collect tools from the tool station and are busy mending the road. They play imaginatively and cooperatively with good quality play props that have sparked their imagination and help to consolidate their understanding of the world around them. There are some attractive displays with some labels and words in the pre-school, however, there are no words displayed in other home languages other than English and children are not as yet introduced to different communication systems such as sign, pictorial or Braille.

The staff are warm and supportive with realistic boundaries which encourages the children to behave well and play harmoniously together. Children care about each other and are kind and thoughtful. For example, a child leaves the tap on for his

friend because he knows he has difficulty turning it on and another child takes her friends hand to show her she has found her shoes. Children demonstrate a good sense of responsibility for their behaviour and are consistently well behaved and polite. Children follow simple hygiene routines that help promote their health and prevent the spread of infection, such as washing their hands before they eat and after using the toilet. They engage in activities to promote a healthy lifestyle, such as enjoying daily physical activity both indoors when participating in music and movement sessions and outdoors in the imaginative garden in all weathers.

Children benefit from having healthy options to choose from at snack time and develop confidence and independence when they help to cut up the fruit. Children are very settled and happy at the pre-school displaying good self-esteem and confidence. They work alongside each other successfully cooperating and resolving situations by themselves. The staff are skilled at encouraging children's independence and intervening only when necessary. Children have good opportunities to practice all their skills. They carefully paint representations of their family and attempt to write their name. Children are confident speakers and enjoy looking at books. This is further encouraged by the lending library for children to borrow books to share with their parents at home. Children complete simple computer programmes and are skilful at using the mouse. They problem solve when designing and creating out of recycled materials and are fiercely independent. They thoroughly enjoy their time at the pre-school playing with their friends and engaging in worthwhile activities to make them think.

## 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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