

St Pauls Second Steps Pre School

Inspection report for early years provision

Unique reference number 139472
Inspection date 14/02/2011
Inspector Dawn Biggers

Setting address St Pauls Church Hall, Torquay Road, Preston, Paignton,
Devon, TQ3 2DZ
Telephone number 07758002796
Email secondsteps@talktalk.net
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Paul's Second Steps Pre-School is a well established pre-school that originally opened in the late 1960s, that operates from the premises of St Paul's Church in the Preston area of Paignton. The pre-school uses the large church hall except on Monday when it operates from the Francis Norris room when the hall is unavailable. It is open between 09.00 and 15.00 from Monday, Tuesday and Thursday. Wednesday and Friday 09.00 to 13.00 in term time only. A parent and toddler group runs from 9.30 to 11.30 alongside the pre-school on Mondays.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children between two and five years of age may attend the pre-school at any one time. There are currently a total of 27 children on roll, of whom 23 are funded three- and four-year-olds. There are -five- members of staff, four of whom hold early years qualifications to at least Level 3. The pre-school is managed by a committee of parents and is supported by the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development due to the commitment and professionalism of a caring team. The pre-school continues to develop their practice and provide good quality childcare within their capacity to maintain continuous improvement. Children are safe, secure and enjoy a good variety of stimulating resources and activities. Overall assessments of children meet their individual needs. The pre-school has good relationships with parents and establishing partnerships. Staff are supported well by the manager and committee and this successful integration of working together contributes to the effective running of the pre-school.

What steps need to be taken to improve provision further?

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

- develop further the good system already in place to record children's achievements and identify and plan for their next steps in learning.

The effectiveness of leadership and management of the early years provision

Effective systems for safeguarding and protecting children are in place. Staff have a good understanding of child protection issues through training. Parents are aware of staffs' responsibility for safeguarding children, as a written policy is

accessible. All staff have completed criminal record checks and are safe to be in close proximity to children. Risk assessments are maintained well, reviewed and hazards are dealt with promptly.

Staff work well with parents and make sure that they feel welcomed and at home in the pre-school. All parents have a prospectus which outlines and summarises the day-to-day operations. The parent's notice board is organised and contains relevant information, such as the newsletter. In addition, staff photos and individual profiles are displayed so parents know their children are cared for by vetted and qualified professionals. The pre-school is managed by a parent-led committee who are actively involved and hold regular meetings. Parents are very happy with the care provided. They say their children have made good progress and are eager to attend each day.

Children's individual needs are met well. Staff engage parents well and this ensures they have relevant information about children, to begin to observe and plan learning activities. The key worker system ensures each child's progress is monitored and parents have a named member of staff as their point of contact if they have concerns or issues regarding their children's development. The inclusive environment ensures children learn about differences through activities and stories which include festival celebrations such as Chinese New Year. The pre-school also has a good selection of books and toys which reflect positive images of the wider world.

The pre-school's self-evaluation contributes to the setting's good capacity for continual improvement. The manager has already identified the assessments need further development to ensure the pre-school's good planning demonstrates more clearly children's next steps. Partnerships and links with other settings children attend are in good progress. Regular team meetings ensure staff contribute to the evaluation process and to the development of the pre-schools services. The manager and committee are committed to supporting staffs professional development, in furthering skills to enhance their good practice. Therefore, all staff are up to date on child protection and first aid in safeguarding and ensuring children's welfare has the upmost priority.

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

Children are secure and develop a strong sense of belonging to the setting. They appear settled and happy. They know what is expected of them and can demonstrate a clear understanding of how to stay safe. They are familiar with the routines, such as procedures to visit the field for outdoor play. They divide in to pairs, hold hands and create a line, and follow each other as they walk around the outside of the buildings to this area. They take part in emergency evacuation drills to ensure that they are able to quickly and safely exit the pre-school if required.

Children behave well, as they respond to the positive role models and expectations of staff. They manage their own behaviour and are aware of the rules, as these

are displayed in balloons on the wall. Their achievements are acknowledged and they take pride in sharing their sticking pictures at group time. They engage well and develop skills for the future, for instance, they negotiate sharing the water play equipment, and communicate exciting events, for example, 'nanny is collecting me today', and 'my mum has a baby in her tummy'.

Children make good progress in their learning in relation to their capabilities and starting points. They have positive attitudes to learning and engage well in their play. They problem solve well with peers, such as when their train meets the end of the track they find more pieces to extend this together. Children are inquisitive and experiment using their imagination. They fill two different size jugs with water and confidently use language 'this is my drink and this one has ice cubes'. They access mark making materials such as the crayons, and share 'I am going to draw a spider'. Children enjoy music within an inclusive group activity. They choose instruments and are encouraged to explore these; they tap the beat to the 'wheels on the bus'. They are familiar with colours and use counting within the daily routine and activities. For instance, they put plastic colour keys on a ring and count how many there are. They remove and add more before counting these again. They become independent as they attempt and also succeed to put their coat and outdoor boots on. They use information, communication and technology well, supported using educational computer programmes. They recognise sounds and letters and access their name cards displaying this on a board and alongside the fruit snack they have brought in.

Staff have good relationships with the children. Their good knowledge of the learning, development and welfare requirements promotes children's learning, social, physical and economic well-being. They promote positive attitudes to learning and skilfully engage. For example, they extend children's number awareness in a spontaneous activity by asking questions such as, 'if we add two more how many do we have and have you got more than five'. The environment supports children learning well. Group and individual activities enable the children to recognise and count numbers as they refer to the wall cards displayed at their level to help them with this. A child confidently sits at the front of the group to share the 'little red riding' story, which they tell to the whole group. Good quality planning each week and organisation ensure that every child is suitably challenged. Their interest in space ships develops into a theme which includes planning to build a space ship from junk modelling and accessing stories chosen from the mobile library. Assessments track children's progress well, using meaningful observations and photographs and suitably identify most children's next steps in their learning. Effective policies and procedures ensure that children are protected and well supported. Children's learning and development is supported well as effective partnerships with parents and carers enable them to regularly contribute to their process such as at parent meetings.

Snack times are happy, social occasions when children are learning to make healthy choices about what they eat, as they bring their own selection of fresh fruit and talk about their likes and dislikes. Good personal hygiene routines are encouraged by staff, as they are supported or independently wipe their nose and wash their hands. Children are aware of their own fluid intake and ask for drinks, and have drink choices such as milk, water or squash. Children engage in a wide

range of physical activities, both indoors and out. They develop skills, kicking the football and whilst co-ordinating hitting the ball with the bat. They engage in games using the parachute and music and movement. This increases their understanding about the importance of regular exercise as part of maintaining a healthy life style

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met