

# St John's Pre School Merrow

Inspection report for early years provision

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**Unique reference number**

EY246627

**Inspection date**

04/03/2011

**Inspector**

Jo Scott

**Setting address**

222 Epsom Road, Guildford, Surrey, GU4 7AA

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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*.

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.

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## **Description of the setting**

St. John's pre-school is a committee-run group which was re-registered in 2003. They operate from a church hall in the Guildford suburb of Merrow, Surrey. The pre-school has sole use of the hall, toilets and an enclosed area for outside play during operation, but other areas of the building are shared with a number of other organisations. They serve families from the local and surrounding areas. A maximum of 26 children under eight years may attend at any one time, all of whom may be in the early years age range and none of whom may be under two years. The pre-school are registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently they do not offer provision to children over five years. The pre-school is in receipt of funding for the provision of free early education. There are currently 38 children on roll. Children attend for a variety of sessions. They support children with special educational needs and/or disabilities, and those who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 9.30am to 12.30pm on Monday to Friday. Eight members of staff are employed to work with the children, five of whom have appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Broadly practitioners liaise well with parents and professionals to ensure that they understand children's individual welfare and learning needs. Children make good progress. There are effective systems for self-evaluation, which identify the main strengths and areas for enhancing. The pre-school values the input they receive from the local authority in relation to driving practice.

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

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

- improve partnerships with other settings delivering the Early Years Foundation Stage to children on roll, to promote individual needs and continuity in learning
- improve the two-way flow of information, knowledge and expertise between parents and practitioners, particularly in relation to learning.

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

The enthusiastic team work very well together and are strongly led. They arrive before the children to set up the hall and outdoor area so that by the time families

walk through the door the environment is welcoming and stimulating. Routine checks and risk assessment are thorough, so that children play where hazards are identified and minimised. Arrivals and departures are very well managed, and security is maintained at all times. There are robust systems in place for the recruitment, induction and ongoing appraisal of those working with children which includes completing suitability checks. Practitioners demonstrate their secure knowledge and understanding of child protection issues and the procedures to follow in the event of a safeguarding concern.

The committee, management and staff team welcome the views of other professionals in relation to services. They are currently working closely with the local authority whilst implementing the 'Every Child a Talker' programme to promote early language development, and raise children's achievements. Practitioners have established systems for self-evaluation. This has been successful in driving practice in many areas, for example, they have reviewed and improved the lay out and accessibility of resources to promote and encourage child-initiated learning more effectively. Planning is carried out by the whole team with a focus on individual children, and overseen by the deputy to ensure all areas of learning are incorporated and promoted. The deployment of staff is very effective in terms of supporting and supervising children throughout operation. Practitioners promote positive attitudes towards equality and diversity through the resources, displays and activities they make available.

Broadly, partnerships with parents and others involved in young children's lives work very well. Lots of information is shared on a regular basis, although parents do not always know what the children are doing in the short term, and they do not always routinely contribute to learning records. The sharing of information between professionals is generally good, although links with other settings delivering the Early Years Foundation Stage to children on roll are not fully effective. This restricts working together to best support learning. Feedback from parents is very positive. They feel welcomed into the setting and report that their children enjoy their time here.

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

The lay out of the hall is organised well so that children are provided with a very good range of toys and resources at low level. Children arrive happily and are greeted warmly by the team. They are encouraged to be independent, they hang up their coats and look for their names on arrival. In the majority of cases they separate and say goodbye easily, and attentive and caring practitioners are there to support those who find this challenging. This helps children to feel safe. Children quickly make their own choices about what they do, and become immersed in play. Practitioners are alert, they move around to support children as they play and successfully challenge children. For example, when one child finds a ladybird beetle a practitioner puts the insect onto a piece of paper and encourages the children to gently observe it through a magnifying glass and count it's spots. Children behave well, they receive lots of praise and encouragement as they play

and share and this promotes self-esteem.

Children are meaningfully occupied during the session and engage in a good mix of activities, many of which are of their own choosing. They particularly enjoy role play, acting out experiences such as having a sight check in the exceptionally well prepared opticians. The children demonstrate some very sensitive and nurturing play using a large puppet called 'Moth'; they choose spectacles to help him see, help him cope with a 'nose bleed', and find interesting things for his bag as they care for him during the session. This demonstrates children's maturing social and emotional development. The free flow between the indoor and outdoor environment is well managed so that those who prefer playing outside are able to do so spontaneously. There are lots of opportunities for children to use visual prompts to explain routines and choices. For example, there is a clear sequence of photographs depicting snack time which promotes independence and health, and children show each other signs reminding them to be 'good listeners' during group times. Children are learning about where food comes from, currently they are sprouting seed potatoes in preparation for planting. Practitioners are promoting healthy eating. Children take an active role in group times. For example, they confidently chat to their friends about the special things they have brought in from home, and use a variety of percussion instruments during a very well delivered story and movement session. Children demonstrate that they are exceptionally good listeners. Children are encouraged into the book corner by the provision of props to aid story telling, and they mark make and learn that words carry meaning. These are important early literacy skills.

## 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

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

<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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## **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