

St Giles & St John Preschool

Inspection report for early years provision

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Inspector

ISP Inspection

Setting address

St. John Methodist Church, Yews Avenue, ENFIELD,
Middlesex, EN1 4QA

Telephone number

01992 710531

Email

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.

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 Giles & St John Pre-School is a long established provision that re-registered in 2010 following a change of ownership. It is a privately run provision and operates from a church hall which is situated in the Turkey Street area of the London borough of Enfield. Children have access to a large hall and two outdoor play areas.

It is open each weekday Mondays to Thursdays during school term time only 38 weeks of the year. Monday 12.30 to 3.00, Tuesday to Thursday from 9.00 to 12.00 and 12.30 to 3.30.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend at any one time.

There are currently 59 children aged from two years to under five years on roll.

The setting employs six staff, including the manager, four of whom hold an appropriate early years qualification. The setting receives support from the Local Authority early years team and belong to the Pre school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting offers a welcoming and friendly service. There are successful measures in place to acknowledge children's individuality. Overall the setting has effectively introduced the Early Years Foundation Stage into their practice. The setting continues to review processes to observe and assess and improve outcomes. Initial communication between parents and key people mean that key people have the information on which to base care arrangements. There is a consistent approach to service improvement. All staff are enthusiastic and are keen to address weaknesses and implement change.

What steps need to be taken to improve provision further?

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

- review settling in procedures to help children separate effectively from parents
- develop further educational programmes to include a review of initial assessments and development of mathematical language
- continue to consider ways of improving targeted support for children for whom English is an additional language

The effectiveness of leadership and management of the early years provision

The setting is meeting all regulations and duties to safeguard children and demonstrates good knowledge of safeguarding procedures. For example, members of staff are able to confidently talk about the different areas of abuse, their signs and symptoms and the action they would take to safeguard and promote the welfare of children. The setting has a robust recruitment procedure. There are effective procedures in place to safeguard children. For example, the recording of visitors to the setting, legal guardianship of children and sharing of passwords to ensure that children are collected from the setting by authorised adults only.

The setting has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness. At least half of the staff team are qualified early years childcare professionals. Their qualifications range from: National Vocational Qualifications in levels two and three. New members of staff undergo induction and are supervised by senior staff members. Regular team meetings and inset days ensure that all members of staff are kept up-to-date with policies and procedures and changes in practice. All members of staff are encouraged to access in-house, local authority and Disabled Children's Access to Childcare training programmes. Self appraisals, and one-to-one meetings with senior members of staff ensure that the staff team look at their own strengths and weaknesses and addressed these to support the settings effectiveness. Senior members of staff are nominated roles to safeguard and support special educational needs. There are a number of qualified first aid staff members. Leaders and managers ensure that the setting remains within the requirements of their registration.

Overall outcomes related to children's progress are good. Resources are fit for purpose and able to support young children's learning and development. This includes a variety of resources including positive images of diversity and natural resources to explore. Play and learning resources are stored at low level and provide young children with opportunities for choice making. There is free movement from indoors to outdoors, both areas are set out to welcome and encourage the exploration and learning of children. The range of resources are used well to achieve the planned goals in learning and development. The overall environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Children achieve well as a result of the setting they are in. The provider takes appropriate steps to ensure that resources and the environment are sustainable.

Adults adequately promote equality and diversity through activities such as dance, art and crafts, food tasting and dressing up. In addition celebrating children's own birthdays and special festival days throughout the year help to value individual children. Children and their families are encouraged to celebrate and share their own cultures with the nursery community. All key people have a sound knowledge of each child's background and needs. There is information available on starting points but this is basic and does not yet sufficiently value parental knowledge of what children can do before they start at the setting. Key people are

knowledgeable about delivering the Early Years Foundation Stage and educational programmes. They are aware of their weaknesses in effectively supporting those children who have limited skills in communicating in English. Adults identify children's needs for additional support as early as possible. They share information and records with colleagues and parents where appropriate. Where necessary ratios are readdressed and additional support strategies are implemented. This ensures that children get the support they need. The setting is wheelchair friendly providing access to all areas. Outcomes for individual children are improving and adults are taking suitable steps to close identified achievement gaps. However, these measures are not sufficiently established in delivering results consistently.

This is the first inspection since re-registration in 2010. This means that there are no areas to assess improvement from the last inspection. Self evaluation is prioritised effectively. Systems show that the setting is able to gather and analyse evidence about the effectiveness of the service and this drives ambition and secures improvement.

The setting establishes relationships with other early year's providers. For example, they establish key relationships with local schools during transitional periods for pre-school children who are leaving the setting. In addition they value relationships with other key professionals such as Children and Adult Mental Health Service, Early Years Liaison Worker, Educational Psychologist and Speech and Language professionals. All of whom have a strong contribution to children's achievements and well-being.

The setting has highly positive relationships with parents and carers. Their relationships are well-established ensuring children's needs are met. All key people make time to provide parents and carers with a verbal feedback at the end of the day. In addition parents are invited to telephone, use e-mail and text messages to keep in touch. Potential parents are invited to look around the pre-school so that they can make informed decisions about childcare. Parents have access to a notice-board, policies and procedures and can contribute to the service through questionnaires and through everyday discussions.

The setting generally builds positive relationships with parents and carers. However, during initial contact with parents key people are not sufficiently effective in communicating the needs of children. For example, when encouraging parents to settle children into the setting. All key people make time to provide parents and carers with a verbal feedback at the end of the day. In addition parents are invited to telephone, use e-mail and text messages to keep in touch. Potential parents are invited to look around the pre-school so that they can make informed decisions about childcare. Parents have access to a notice-board, policies and procedures and can contribute to the service through questionnaires and through everyday discussions. The setting helps parents and carers to support their children's learning in different ways. For example, there is a parental rota which provides opportunities for parents to stay and help. In addition the pre-school has found that parents are keen to contribute through talking to children about their jobs and introducing children to different cultural experiences. Parents support children in finding objects for project work and interest tables. Parents are encouraged to note down significant developmental achievements to share with

key people and contribute to their children's developmental records.

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

Most children make good progress in relation to their capabilities and starting points. However, this is variable. For example, children who speak English as an additional language struggle to access effective supported learning. Opportunities for developing problem solving, reasoning and numeracy skills are insufficiently supported. Most children are broadly content, settled and willingly take part in activities. They are independent learners and choice makers. Children know and comply with safety, health and care routines. Their behaviour is good and they are successfully learning about how to care for their environment.

Most children separate well from parents and build secure relationships with familiar adults. However, on occasions when settling in sessions have been ineffective a small number of children initially become distressed and insecure. Good quality interactions and well organised routines help children to feel confident develop a sense of security and belonging to the setting. They receive praise and reward for their achievements. Achievements are displayed on the wall in the form of photographs and work. Children know what is expected of them because boundaries are clear and consistent.

Children enjoy a range of physical play opportunities. This includes, negotiating a varying range of climbing and balancing equipment, access to tricycles, bicycles, scooters, balls and soft play equipment. All children move around their environment negotiating tables and chairs with confidence. They have good fine motor skills. They have opportunities to be physically active both inside and out. Older children can use toilet areas independently, most are able to manage clothes and are familiar with the sequence of using the toilet and washing hands. Other children need reminders. A few children are dependent on key people for personal hygiene tasks. However, as they develop independence they build confidence in practising hand washing and take part in these routines at appropriate times during the day. All children take part in snack times where they have opportunities to enjoy a nutritionally balanced snack and learn about healthy eating. Children take part in growing food such as broad beans and this helps them understand where food comes from.

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	3
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	3

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	3
The extent to which children feel safe	3
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	3

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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