

Simon De Senlis Pre-School

Inspection report for early years provision

Unique reference number	219888
Inspection date	07/03/2011
Inspector	Janet Keeling

Setting address	Simon de Senlis Primary School, Hilldrop Road, Northampton, Northamptonshire, NN4 0PH
------------------------	--

Telephone number	01604 661718
-------------------------	--------------

Email

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).

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

Simon de Senlis Pre-School opened in 1970 and re-registered in 1997. It is run by a voluntary management committee and operates from a mobile classroom in the grounds of Simon de Senlis School in Northampton. Children have access to an enclosed outdoor play area. The pre-school serves children and families from the local and surrounding areas.

A maximum of 26 children from two years to five years may attend the pre-school at any one time. There are currently 54 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The pre-school opens Monday to Friday from 8.45am to 3pm, during school term time only. The pre-school supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register.

There are eight members of staff who work directly with the children. Of these, five hold a National Vocational Qualification (NVQ) at level 3 in early years and one holds a NVQ at level 2. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this vibrant and very welcoming pre-school. They make good progress in their learning and development as they engage in a wide range of enjoyable activities, which take account of their interests and learning needs. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where the uniqueness of each child is recognised. Effective partnerships with parents have been established, ensuring children's needs are supported. Most policies and procedures are thorough and implemented effectively to promote children's safety and welfare. The pre-school is led and managed by very enthusiastic and dedicated managers who demonstrate a positive approach towards the sustained and continuous improvement 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:

- improve procedures for the safe storage of children's lunch boxes
- enhance the two-way flow of information with parents by maximising opportunities to fully engage them in their children's ongoing learning.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. Effective procedures for the recruitment and vetting of staff are in place, together with effective procedures for the induction of new staff. Staff are very competent, caring and demonstrate a good understanding of their roles and responsibilities. All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Managers and staff have a good understanding of health and safety issues. Detailed risk assessments are completed and cover all aspects of the indoor environment and the outdoor area. Staff routinely verify the identity of all visitors to the pre-school and have a visitors' book in place. There are robust procedures in place for the safe arrival and collection of children. Staff are deployed effectively to ensure children are supervised safely at all times. Positive outcomes for children are attributed to the effective use of time and space, and the good quality resources, which are labelled and accessible.

Managers and staff are very passionate about their work and strive to improve practice at all times. For example, through their effective self-evaluation system they monitor and evaluate the quality and standards of the pre-school. Staff have access to ongoing training to ensure that their knowledge and skills are updated regularly. Weekly meetings provide quality time for staff to discuss children's next steps and to plan for upcoming activities. A positive equality and diversity policy outlines a commitment to promoting inclusive practice, and as a result all children are fully included and integrated into pre-school life. All staff demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Links with other early years professionals at the host school also ensure children's smooth transition into school. Pre-school children are also invited to attend school assemblies and productions throughout the year.

Partnerships with parents are good. Parents receive a prospectus prior to their child starting and are invited to attend an open day, where they are able to meet their child's key person. Effective settling-in procedures are tailored to meet children's individual needs and help to support them in their transition from home into the learning environment. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met, while more formal meetings each term give parents the opportunity to discuss their child's development with their key person. A parents' notice board ensures that parents and carers have access to information about the running of the pre-school. For example, the registration certificate and public liability insurance are displayed. During the inspection parents spoke very highly of the pre-school. Many parents said they had recommended the pre-school to their friends.

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

Children eagerly enter this welcoming and vibrant pre-school where they have good opportunities to make choices about their own learning and play. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Staff skilfully interact with the children and support them as they play. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. Staff have a good understanding of children's individual learning needs as they observe and record information on a daily basis. All children have learning profiles, which contain both photographic and written information of their learning, achievements and records of their own work. These folders are regularly shared with parents and are available for them to see at any time. However, opportunities to enhance the two-way flow of information by fully engaging parents in contributing to their child's individual profiles are not fully maximised.

Children make good progress towards the early learning goals because they are happy, have fun and access a wide range of first-hand learning experiences. For example, in the construction area children put on their hard hats and reflective coats and then engage in building activities. They vigorously turn the cement mixer, drill holes in bricks, transport items in a wheelbarrow and help each other to build a wall. They plant vegetables, such as tomatoes, carrots and radishes and watch with delight as they grow. When these are ready, they harvest their crops and enjoy them at snack time. Children have good opportunities to explore their natural environment and visit the pond in the school grounds where they observe frogs and birds. They are developing a love for books as they freely access a wide range of interesting titles and enjoy story time. There is enormous excitement as children listen to a favourite story about dinosaurs. Their creativity is fully supported through a range of role play equipment, construction toys, paints, sand, water and dough. Children's physical development is supported very well through the well resourced outdoor area. They confidently bounce on a trampoline, skilfully pedal bikes, confidently balance on stilts and enjoy the challenges of the climbing equipment. Children's personal, social and emotional development is successfully supported. They separate happily from their parents and carers and develop meaningful relationships with both their peers and staff. Children are secure and develop a sense of belonging. They are happy and settled, displaying confidence and self-esteem, and behave well, responding positively to the boundaries set by helping to tidy away. Gentle reminders from staff help children develop a sense of right and wrong, and they are encouraged to share, take turns and be kind to each other.

Children develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment, engage in regular emergency evacuation procedures and learn about road safety as they engage in role play activities. Their understanding of good hygiene practices are reinforced throughout the sessions.

Healthy eating is promoted and children access a range of healthy foods at snack time. Children attending the lunch time session bring in their own packed lunches, which are stored on a trolley. However, while the pre-school have a policy in place regarding the safe storage of food in lunch boxes this is not implemented consistently. Children have access to drinking water at all times to ensure they remain hydrated. Overall, they demonstrate that they are acquiring skills that will help them in the future and are well prepared for the transition from the pre-school into school.

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

