

# St John Vianney Parish Pre-School

Inspection report for early years provision

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**Unique reference number**

507777

**Inspection date**

09/03/2011

**Inspector**

Hazel White

**Setting address**

Bishopton Close, Mount Nod, Coventry, CV5 7GW

**Telephone number**

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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 John Vianney Pre-School registered in 1996. It is managed by a voluntary committee. The setting operates from a purpose built premises within the grounds of St John Vianney Church. All children access a secure outdoor area. The setting serves the local community and surrounding areas.

Morning sessions are available to children in the pre-school from 8.30am to 11.30am. Younger children attend afternoon sessions from 12.45pm to 3.15pm on Tuesday, Wednesday and Thursday. The setting opens during term time only. The setting is all on one level with wheelchair access.

A maximum of 20 children may attend the pre-school at any one time and there are currently 32 children on roll who are within the early years age range. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school employs four staff, three of whom hold 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.

Children settle into the setting well and quickly become fully involved in a broad range of toys and activities. Their welfare is a key strength which means that they play and learn in a safe and secure environment. Excellent partnerships with parents, carers, the local school and other agencies help ensure that children's individual needs are well met so that they make good progress. The setting demonstrates a strong capacity for improvement and successfully uses self-evaluation to monitor practice and improve outcomes for children.

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

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

- increase experiences for children to explore the local community
- improve the accessibility of first aid equipment.

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

The manager provides effective leadership for a team of experienced and motivated staff. She is committed to developing staff expertise and through appraisals their training needs and personal development have been jointly identified. Any courses attended by staff are cascaded down to the whole team so everyone benefits. The setting is particularly well managed due to the meticulous organisational skills of the manager. Policies and procedures are regularly reviewed

and updated to ensure that they are current. Children are effectively safeguarded because all of the team have a secure knowledge of child protection recording and reporting procedures. Safety is given a high priority. Risk assessments are thorough and effectively identify and minimise potential hazards to children. The premises are secure and visitors are monitored. Rigorous recruitment and vetting procedures ensure the suitability of staff.

The setting is proactive in preventing infection and the spread of disease and has recently introduced automatic soap dispensers in the children's toilet areas to minimise the risk of infection. All staff are fully aware of how to deal with injuries and accident and medication records are well kept. However, first aid equipment, such as, dressings and bandages are stored loosely in a drawer. This could potentially compromise children's safety when they are playing outdoors or in an emergency because they are not easily accessible.

Partnerships with parents and others involved in the children's care and learning are excellent and very effective. Parents comment positively about the provision and are very happy with the standard of care that their children receive. The two-way communication contributes greatly to the happy and friendly atmosphere within the setting. Staff work skilfully with parents, carers and other professionals to ensure consistency of care and to support those children that are due to move on to the local school. Information from parents about the children's interests and starting points are successfully used to plan and assess their progress. Displays in the entrance hall are informative and all policies and procedures are available to parents in a well-organised file. Each child has a key worker who is responsible for maintaining their development records and liaising with their parents.

The manager and her staff regularly meet with other professionals, such as, the local authority early years team, to discuss and share good practice. There is a shared vision for inclusive practice and this helps to ensure that every child can achieve as well as they can taking into account their cultural background. The Special Educational Needs and Disability Co-ordinator works particularly well with external agencies to support children with additional needs. Children have suitable space to play and rest and indoor and outdoor space is utilised to maximise children's learning and play opportunities. Children enjoy easy access to resources that suit their needs, interests and abilities.

The manager and staff team lead and encourage a culture of reflective practice. For example the Ofsted self-evaluation form is used very well to help focus their thoughts on the setting's strengths and weaknesses and plans for the future. The views of children and parents are gathered to help inform the self-evaluation process. The recommendation raised at the last inspection with regard to the use of drawing pins has been fully addressed. New targets for the future have been identified and various action plans devised with the support of the local authority early years development worker. For example, improving how the setting promotes diversity and reviewing office storage so that the disabled toilet is more easily accessible. The team have welcomed other early years providers into their setting to share new ideas, such as, the rolling snack bar. In addition the manager has supported others regarding her experience of completing written self-evaluations.

Consequently, this shows a good capacity for improvement and willingness to share best practice.

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

Children enjoy the time they spend at the setting; they are happy, settled and secure. Effective use of the key person system ensures children are able to form appropriate attachments and provides parents with a focal point for information sharing. Children are making good progress in relation to their starting points. Staff plan a wide range of experiences mostly based on their individual needs and interests. Staff observe children on a regular basis and use what they see and know to help assess each child's progress and to plan for the next steps in their learning. Parents are successfully encouraged to continue their children's learning at home and regularly comment in their learning journals.

There is a good balance of group and child-led activities. Children move freely between activities indoors and in the main have free-flow play outdoors. On the occasions when this is not possible because the church is in use, staff take the children for a walk within the grounds of the school next door or use the hall for physical activities and music and movement. Children enjoy fresh air and go out in all weathers. They can be seen putting on their coats and Wellington boots before searching for and collecting leaves and twigs. Other children use umbrellas as they play. Children's health is effectively promoted. The rolling snack bar means that children can access a wide variety of fresh fruit and water throughout the session. They help themselves which encourages their independence and they skilfully pour their own drinks.

Children's language skills are very well supported with staff helping children to extend their vocabulary and think and problem solve as they play. Staff follow the 'every child's a talker' ethos and this has had a very positive effect on how children communicate with others. Mark making and pre-writing skills are evident throughout the setting as children draw, make notes and use diaries to record pretend appointments. This supports children's understanding that print carries meaning. Staff created a cosy book corner which encourages children to look at books and share stories with one another. They are actively encouraged to borrow books so that they can further extend their interest in the home.

Children have access to technology, using computers and programmable toys which will support them in later life. Art and craft activities are plentiful. Children make and create, paint and explore different textures. They are encouraged to display or take home their art work, enhancing the children's self esteem.

Staff know when to intervene in children's play and when it is more beneficial to stand back and allow play to develop independently. They listen to what children have to say and encourage them to communicate and participate in experiences. For example, children commented on others emptying toy boxes so that they could sit in them. This was skilfully handled, children were reminded to put the toys back in when they had finished and went on to have great fun. Staff consider the

different needs of individuals and groups of children, and adapt experiences as necessary. Some resources are representative of other cultures and children have fund raised for various charities, such as, a Malawi pre-school project. A parent prepared Polish pancakes for the children to taste and this helped them to gain knowledge and understanding of other family traditions. On occasions members of the local community are invited into the setting to share their expertise; for example, digging a new flower bed or talking about their own childhood. However, although children regularly experience fresh air and outdoor play they do not explore the local community and surrounding areas for themselves.

Children's understanding of safety is clearly demonstrated through their play and communication. For example, they know that they must sit down when they are using scissors and consider one another's feelings when they are unkind. Staff offer gentle reminders when necessary and teach children to share and take turns. Children behave well and this is because staff provide them with good role models and use a range of positive strategies to manage their behaviour. Children receive plenty of praise for good behaviour and respond well to encouragement.

## 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
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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