

St John's Pre School

Inspection report for early years provision

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Inspector Brenda Flewitt

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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's Pre School was registered in September 2007 and is run by a committee. It operates from St John's Church complex in Wimborne, Dorset. The accommodation consists of a main hall with access to several rooms within the complex. Children also use some of the adjacent school facilities. There is an enclosed area available for outdoor play. The pre-school is open Monday to Friday, term time only from 9am to 12 noon.

The pre-school is registered on the Early Years Register. A maximum of 26 children from the age of two years may attend at any one time. There are currently 38 children on roll. The pre-school provides funded early education for three and four-year-old children. They support children with special educational needs and/or disabilities, as well as children who learn English as an additional language. The pre-school employs seven members of staff to work with the children, most of whom hold relevant early years qualifications. Of these, three have a degree in education and two are working towards Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for by a team of enthusiastic staff who highly value each child as an individual. Children benefit from the effective partnership with the neighbouring school, which prepares them extremely well for the transfer to the reception class. They flourish in a stimulating environment as they enjoy learning through exploration and investigation. The excellent partnership with parents, and links with other professionals, contributes to staff successfully promoting each child's rapid progress in their overall development. Self-evaluation is effective in identifying areas for development, and staff are committed to continuously improving their knowledge to enhance children's experiences.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing children's creative skills and ideas further during adult-led craft activities.

The effectiveness of leadership and management of the early years provision

The team of enthusiastic staff works together effectively, resulting in extremely well organised provision where children know what to expect and settle quickly.

Staff implement clear policies and procedures to promote children's welfare and safety. They have a secure understanding of safeguarding children, which includes recognising signs and symptoms of abuse, and their responsibilities in following procedures if there are concerns. Staff attend training regularly to keep their knowledge up to date, and children's existing injuries are recorded as routine. All this helps to protect children from harm. There are robust recruitment and induction systems for checking that staff are suitable to work with children, and sure about their roles and responsibilities. Staff complete detailed risk assessments and daily checks to ensure that children play in a safe environment, both inside and out. All records are in place, completed accurately, and monitored to help identify any areas for improvement or extra support.

Children use an extensive range of equipment and resources, which is thoughtfully selected and arranged, on a daily basis, to enable children's independence, safety and spontaneous choice. Effective staff deployment means that children are well supervised and supported. Staff know children extremely well as individuals which enables them to meet their needs effectively. Children with specific needs are well supported and fully included. Children develop a positive attitude to people's differences through the excellent example set by staff as they implement an initiative promoting children's rights.

Staff promote excellent partnerships with parents. Parents receive a wealth of information about the setting by way of a detailed prospectus, regular newsletters and displays. Parent information meetings offer opportunities for parents to be informed and included in procedures and ideas that promote children's safety and learning. Children benefit from key workers visiting them at home before they start pre-school, giving staff an insight to each child as an individual. Parents' knowledge of their child's stage of development and achievements is highly valued and used to plan for their progress. Effective partnerships are established with other settings that children attend to share information to fully support their welfare and development.

The recommendations from the last inspection have been addressed, which has improved aspects of children's safety and independence. Staff have a clear vision for the future of the pre-school. Effective self-evaluation systems, are successful in identifying areas for development to enhance children's experiences. Staff are committed to continuous improvement, they attend training regularly to improve their knowledge and understanding of various aspects of children's welfare and development.

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

Children flourish in a stimulating environment that is thoughtfully arranged to promote learning through play and exploration. All children are extremely happy, settled and secure in the care of friendly and caring staff. They are confident learners and focus very well on activities, both independently and when sharing experiences with friends. Children make excellent relationships with staff and one

another. Children's ideas and contributions are highly valued. They develop a strong sense of belonging to a community. The effective partnership with the neighbouring school provides a 'seamless' transition as children start school. They are confident because they are familiar with the people, the environment and routines. Visitors from the community come in to raise children's awareness of aspects of their welfare and safety. For example, children enjoy a visit from the local crossing patrol warden, learning about how he helps them stay safe. Children's behaviour is exemplary. They know what to expect through familiar routines and clear explanations, and respond very well to tasks of responsibility. Children receive continuous praise and encouragement for their effort and achievements, which helps boost their self-esteem.

All children are involved in a broad range of stimulating activities, both inside and out that help them learn through play. They enjoy an effective balance of adult-led and self-initiated activities. Staff have a secure understanding of the Early Years Foundations Stage principles, how children learn through play and how to promote individual learning. Small key worker groups enable staff to challenge each child appropriately to extend their learning. They encourage children's participation in activities to promote various skills such as positional language, recall or joining materials together to make models. Staff interact sensitively and purposefully in children's play to extend their knowledge and skills. Effective questioning and conversation helps all children develop good communication skills, recall previous events, solve problems and develop an understanding of the world around them. Therefore, children are making excellent progress in their learning and development. Children enjoy stories and books, learning words such as the 'author' and 'illustrator'. They enthusiastically join in with familiar phrases and offer ideas. Children spontaneously 'write' for a purpose such as naming their own work, labelling their own shoes or recording orders in a café. Children learn about number, shape and problem solving through meaningful activities, including counting and weighing potatoes, or completing tally sheets. Children express themselves using various materials and always have access to materials for mark making, both inside and out. However, occasionally adult-led craft activities do not fully extend children's skills and creativity as the end product is determined by adults. Children understand about changes in time through daily routine and interesting outings. For example, children participate in hands-on experiences such as old fashioned cooking and washing at a local museum.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, with easily accessible facilities that promote their independence. Children make choices from healthy options at snack time, which include a selection of fresh fruit, crackers and spreads. The social café-style system means children choose when to eat and drink, and develop practical skills as they serve themselves. They complete the process by taking turns to wash equipment and recycle waste. Children have daily opportunities for fresh air and exercise due to the effective free-flow system where they can choose to play and explore in the outdoor environment. 'Leap into Life' sessions promote children's awareness of body movement. They learn about the importance of good health through topics such as 'Ourselves'. Children learn about aspects of their own safety as they use real tools to prepare food and join materials. They know how to move around safely, being aware of others. Staff encourage their confidence in preserving their

personal space and privacy.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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