

# St Pauls Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109968
<b>Inspection date</b>	24/03/2011
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<b>Email</b>	
<b>Type of setting</b>	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. Paul's Pre-school registered in 1981. It is run by a parent committee and is a registered charity. It operates in a church hall in central Winchester, and there is access to shared toilets and outdoor areas. The playgroup mainly serves the local area.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 37 children on roll between two and five years old, and none in the older age range. The pre-school may care for no more than 26 children under eight years; of these, not more than 26 may be in the early years age group, and of these, none may be under two years at any one time. Children aged three and four receive free early years education. Children attend for a variety of sessions. The pre-school opens from 9.15am until 1.15pm, Monday to Wednesday, and until 12.15pm on Thursday and Friday. The pre-school is open during school term time only. The pre-school supports children with special educational needs and/or disabilities, and those who use English as an additional language.

There are four full-time and one part-time members of staff working with the children. All staff have early years qualifications at Level 3 and above. The pre-school receives support from a teacher/mentor from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The committee, parents and staff demonstrate a strong capacity for the continual development of the pre-school through working together to identify and support improvements. The committed and well-qualified staff provide stimulating activities, routines and resources that promote good outcomes overall in children's learning. They safeguard children effectively through the implementation of appropriate policies and procedures that support children's health and safety. They liaise closely with parents and develop a two-way flow of information with others supporting the children, such as therapists and nurseries, which provides continuity in their care and learning.

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

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

- plan an environment that is rich in signs, symbols, notices, numbers and words
- organise routines for snacks that allow children to pursue their learning without interruption.

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

The committee rigorously implements recruitment procedures to ensure that staff, volunteers and students are appropriately qualified and fully vetted. This ensures the suitability of those working with the children and managing the pre-school on the committee. Staff update their safeguarding training and understand how to identify, record and report any concerns. The manager has designated responsibility for safeguarding issues. Staff thoroughly risk assess the children's environment, maintain a daily check list, and all risk assessments are recorded and reviewed. Although some areas children use are shared and not secure, such as the toilets and garden, the pre-school agrees how these are accessed with other users and staff vigilantly supervise children at all times. Staff implement policies and procedures that support children's health and safety and provide activities that promote the children's awareness. This safeguards the children well.

The parent committee and staff drive forward improvements well and all participate in identifying and supporting the pre-school's strengths and areas for improvement. The manager maintains a development plan and with staff monitors how effectively changes support the children's welfare and learning. Staff act upon advice received during local authority evaluations of their provision and recommendations made at inspection. Since their last inspection they have made great improvements to the outdoor area, resurfacing, fencing and installing fixed equipment, such as a ship, playhouse and large sand pit. They agree with others times for pre-school children to have sole use of the garden. This has greatly improved the provision for outdoor learning. Staff have successfully introduced a rolling snack time that works well when children are indoors and independently choose when to finish an activity and have their snack. However, it is less effective when they are playing outside and activities are interrupted, as they need to be taken indoors by staff to access refreshments. There are clear aims for future development, such as the review of the planning system and extension of the lunch club following feedback from parents. The manager and chairperson appraise staff annually and support their continued professional development, as they achieve recognised qualifications and attend various short courses. This reflects a good capacity to maintain the continual development of the pre-school.

Staff and the committee are well organised and have clearly defined roles. Staff are designated for particular roles and receive training to support these, such as for safeguarding and co-ordinating support for children with special educational needs and/or disabilities. Staff are deployed effectively so that children are supported and supervised well. Staff set up the hall each day, creating different activity areas where children have easy access to a variety of equipment and resources. Although displays and some boxes and shelves are labelled, writing and numbers are not richly reflected to further encourage children's awareness. Resources are stimulating and mixed in interesting ways, and include natural and recycled materials. The pre-school now provides planting areas where children grow flowers, fruit and vegetable, together with a small greenhouse. This helps children learn about sustainability.

The pre-school acts upon its commitment to promote equal opportunities and anti-discrimination. Staff implement policies and procedures that are inclusive. They seek information from parents about children's individual needs and home backgrounds. They are aware of the languages and cultures of children attending, and plan activities to reflect these. They encourage parents into the setting to share their culture and/or religion. They support children with special educational needs and/or disabilities by liaising closely with parents and therapists and agreeing children's next steps to jointly work towards. Staff challenge statements children make, such as tents only being for boys, and help them learn not to stereotype. They plan activities and provide resources that reflect diversity and help children value similarities and differences.

Parents receive detailed information about the pre-school through written documentation, information boards and colourful displays of activities. Staff welcome parents into the pre-school at handover, when they speak to key workers and share information about children's new interests, experiences and learning. Staff invite parents to biannual meetings to share children's achievement records and discuss their progress. Parents describe how happy they are with the pre-school and the support they and their children receive from staff. They appreciate how quickly their children settle and develop friendships, and the new learning they continually demonstrate. Staff develop links with others supporting the children, such as nurseries, schools and therapists. Therapists visit the pre-school to assess children and discuss with staff how to provide appropriate support. Staff take children to open days at the local school and parents share children's records with teachers and other nurseries. This helps provide good continuity for children's care and learning.

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

Staff demonstrate skill and understanding as they promote the Early Years Foundation Stage learning and development requirements. Each child has an allocated key worker who maintains children's individual observation records, which include photographs and some samples of children's work. Each term staff summarise individual children's progress in each area of learning and identify aims for their next steps, which they share with parents. They plan a wide variety of activities and use children's learning styles to promote learning across all areas. They introduce adult-led activities suggested by therapists to support children with special educational needs and/or disabilities, such as small group activities to promote language skills. Their knowledge of the children means staff are able to tailor their support and provide appropriate challenges for individual children during their self-chosen activities and those that are adult led. Staff refer to the practice guidance to ensure there are no gaps in their provision or children's learning, and evaluate plans and activities to ensure they effectively promote good outcomes in children's learning and development.

Children develop strong levels of independence. On arrival they self-register as

they find their name labels and stick them onto the board, and less confident children soon learn to happily separate from their parents with sensitive support from staff. Children show confidence in making choices as they help themselves to resources kept in accessible storage units or select activities that are set out by staff. Children show exceptional creativity as they initiate their own play and learning and staff encourage the imaginative use of resources. They use shells to make patterns, and measure the length of a line by counting how many steps they need to take along it. Children introduce sheets of cardboard into the bricks as they construct elaborate designs. They use different buttons and real potato mashers set out by staff with the play dough, making patterns and shapes as they decorate and model. They use a digital camera to take photographs and with staff support upload them onto the computer and print them off for displays, developing knowledge of how to use technology for practical purposes. Children learn about their own and other cultures and religions. Parents come in to share their traditional dress and dances and tell them about their religions. Staff encourage parents to contribute to a book about their own traditions, which is displayed on the children's bookcase. This helps children value similarities and differences. They have good opportunities for mark-making activities and children recognise their own names and some show awareness of the sounds of letters. Some resources and displays are labelled but not all, and there is little signage in the garden to further promote their awareness of letters or numbers.

Children develop positive attitudes towards learning and listen attentively as staff help them manage their own behaviour. They freely select from a wide range of recycled materials and frequently problem solve with and without staff support as they develop their own ideas, experiencing success as they achieve their aims. Children very much enjoy the interaction of staff, who extend their ideas and provide extra challenge during their activities, encouraging their persistence. Staff give children clear guidance and support as they learn how to resolve minor conflicts, approach and interact with other children, helping them socialise more successfully. Children show they feel safe and secure with staff as they sit close to them for a story or share their news from home. Children remind each other to wait for an adult before going outside and carry closed scissors safely by their blades, showing awareness of the rules that keep them safe. They have suitable challenges that help them identify and manage risk, such as when sharing the cone or trampette with a friend and trying to maintain balance and control together. Children develop good understanding of how to be healthy. They have nutritious snacks and drinks and daily opportunities to play energetically outside in the fresh air. They very much enjoy washing-up activities, with staff helping them learn to wash and dry cups and saucers properly. They learn about where food comes from as they grow plants such as strawberries in the garden. This promotes healthy lifestyles.

## 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

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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