

St Andrew's Pre-School

Inspection report for early years provision

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Inspection date 23/03/2011
Inspector Susan Lyon

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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*.

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. Andrew's Church Pre-School Playgroup was registered in 1968. The setting is committee run and operates from a church hall in Oldham. Children are cared for in one large playroom and there is a secure area available for outdoor play. A maximum of 40 children aged from two years to eight years may attend the setting at any one time. The setting is open Monday, Wednesday and Friday from 9.30am to 12pm and 12.30pm to 3pm, or 9.30am to 3pm and all sessions are term time only. There are currently 47 children on roll, of whom all are in the early years age range. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities. There are 11 members of staff, of whom eight are qualified to Level 3 or above. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the setting. Staff have a secure knowledge of the Early Years Foundation Stage framework and create a colourful and welcoming environment for children. Observation and assessment arrangements generally help children make good progress in their learning. Children's safety and welfare is promoted. Partnerships with parents, local schools and other agencies successfully ensure that the needs of all children are met. The provision demonstrates a strong capacity to evaluate their practice and continually improve the service provided.

What steps need to be taken to improve provision further?

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

- use information from observations consistently to identify the next steps in children's learning in order to help them make further progress towards the early learning goals
- ensure water is easily accessible for all children in order to support their good health and increasing independence.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff are qualified, vetted and have a good understanding of child protection procedures. Staff are fully aware of their roles and responsibilities in relation to safeguarding children. Parents are well informed of child protection procedures as policies and information is on display. Children's safety and welfare is promoted as detailed risk assessments of the premises and outings are carried out and effectively minimise hazards to children. Children are

cared for in a safe and secure environment. The emergency escape plan is in place and practised regularly with children. This contributes to their safety while on the premises. All written policies and procedures are in place to ensure the safe and efficient management of the provision. Space and resources are organised well and staff are deployed effectively to enable them to respond promptly to children's needs. The manager leads the staff team well as she arranges regular meetings and role models positive practice. She motivates staff as she involves them in decision making and values their input. Staff and management are committed. They evaluate their practice to accurately identify strengths and weaknesses in order to bring about improvements. For example, they have recently improved the outdoor area by adding mark making equipment and fitting a sun canopy to create shade in hot weather. Thorough steps have been taken to complete recommendations from the last inspection, such as, displaying words and signs and helping children recognise their names. These improvements enhance the care, enjoyment and safety of children attending the setting.

The manager acts on information gathered through the use of questionnaires and any comments received to bring about improvements. Staff are encouraged to attend ongoing training to improve their knowledge and skills and meet the diverse needs of children. Children benefit greatly as staff work closely with parents. A two-way flow of information is exchanged daily to keep parents informed about their child's care and well-being. Parents are welcome in the setting. They are involved in children's learning and development through the sharing of children's files. New parents receive a wealth of information. Information regarding the uniqueness of each child is obtained from parents which includes the child's first language, their religion and any allergies. This enables the staff to provide an individualised service. Children are prepared well for the transition to school as strong links exist with local schools and nurseries providing the Early Years Foundation Stage framework. The setting organises visits and shares valuable information in order to ensure progression and continuity of care and learning. Children benefit significantly as the setting works effectively with other agencies. They are invited into the setting and staff assist in the delivery of individual education plans. The manager arranges regular review meetings to assess the child's progress and ensure targets are achieved thus improving outcomes for all children.

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

Staff help children learn by consistently interacting with them and skilfully asking questions. They have secure knowledge of the Early Years Foundation Stage framework. Staff find out what the child can do on entry to the setting and this information is used well to identify the child's stage of development. Detailed observations generally help children make good progress in their learning. However, the next steps in their development are not always identified, impacting on their further progress towards the early learning goals. Children make good progress in their personal, social and emotional development as they enjoy positive relationships with each other and with staff. Staff promote an inclusive service as they change and adapt activities to enable all children to fully participate in

activities of their choice. Children are encouraged to do things for themselves, such as, putting on their coats and washing their hands. Children's behaviour is managed positively and clear boundaries and explanations contribute to their confidence and self-esteem. Children's communication, language and literacy skills are fostered well. They clearly and confidently use simple statements as they interact with each other and staff. Children listen with enjoyment and respond well to stories as they excitedly shout out and repeat familiar words. Communication is supported well as all children use sign language and visual timetables. Children's knowledge and understanding of the natural world is promoted as they love to be outdoors and show interest in the world. They explore the snow, collect leaves and look for bugs. Children show great interest in information technology as they ably click the mouse to complete simple programmes on the computer. Children develop good understanding of numbers and problem solving as staff ask, 'how many eyes have you got?'. Children successfully sort objects into different groups.

The staff help children learn how to keep themselves safe through frequent discussions. They show they feel safe as they move around confidently. Children benefit from fresh air and exercise as they play outdoors every day. They move in a range of ways, such as, running, jumping and climbing. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Posters displayed in the bathroom and appropriate explanations help children understand the importance of hand washing. Children make healthy choices at snack time and drinks are available throughout the day. However, some children cannot easily access their own drinks, impacting on their good health and increasing independence. Children learn to value diversity and gain awareness of the cultures of others through planned themed activities. For example, they make cards for Eid and eat noodles at Chinese New Year. There is a good range of play resources, such as, dressing up outfits from different countries, ethnic dolls and play figures depicting disability. These, and Hindu words displayed, all help children become aware of the wider world and encourage discussions about similarities, differences and the reasons for these. This promotes positive attitudes to diversity.

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
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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	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