

# St. Andrew's Pre-School

Inspection report for early years provision

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155380

**Inspection date**

22/03/2011

**Inspector**

Rosemary Musgrove

**Setting address**

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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 Pre-School was registered in 2001. It operates from the Saxon Room and kitchenette in the Steyning Centre, Steyning, West Sussex. Children have access to an outdoor play area. The pre-school is open every day during term time from 9am to 12 noon and also from 1.30pm to 4pm on Tuesday and Thursday.

The pre-school is registered by Ofsted on the Early Years Register to care for 24 children in the early years age group. There are currently 47 children in this age group on roll. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school provides funded early education for two-, three- and four-year olds. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are seven members of staff of whom five hold appropriate early years qualifications. The pre-school receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good understanding of each child's needs and effectively support their welfare and learning. Children play in a well-organised, stimulating environment and enthusiastically select from a good range of resources. Because they take part in quality, meaningful activities, they are highly motivated and make excellent progress in their learning and development. Effective arrangements ensure that children are safe and secure in the pre-school. The outstanding relationships with other agencies, parents and carers make a strong contribution to children's achievement and well-being. Managers have a clear vision for the pre-school and have made improvements since their last inspection. Self-evaluation is good and clearly identifies strengths and areas for further development.

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

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

- develop further children's health awareness by organising the children's drinks to ensure they have plenty of fluids during the session

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

Staff have completed child protection training and have a good knowledge and understanding of safeguarding; this means that children are well protected.

Effective procedures are in place for identifying any child at risk of harm. Good systems for recruiting and vetting staff mean that suitable people work with the children. Staff deployment is good and adults are vigilant as children play outside or are escorted to the toilet within the community building. The pre-school has the required procedures and documentation for the safe and efficient running of the early years provision. Risk assessments are detailed and include the premises and manual handling. This means that children are protected from harm during their time at the pre-school.

The learning environment inspires young children to explore and learn through discovery, for example, the outdoor play activities and a stimulating indoor role play area. Good quality play materials are suitable for the developmental stage of the children and they independently select their favourite resources. These positive factors mean that children enjoy their explorations and find out about the six areas of learning. They are encouraged to treat resources with respect and are enthusiastic as they tidy up. Children learn about environmental issues such as composting, recycling resources and conserving energy.

The pre-school provides a service that is inclusive to all children and takes effective steps to close identified achievement gaps. If children with special educational needs and/or disabilities require additional support, the pre-school identify their requirements as soon as possible. Staff undertake additional training and work alongside parents and interagency teams to ensure their needs are met. This means that children make very good progress in relation to their starting points. The pre-school makes the most of diversity and helps children understand the society in which they live. Staff display pictures of food from India and China and celebrate different festivals, such as St Lucia Day, when children taste the special cinnamon and ginger biscuits.

The pre-school has outstanding relationships with parents and carers. Parents are very well informed about all aspects of the provision and their own children's development and achievements. Excellent communication systems ensure that parents work in partnership with the setting. For example, children with additional needs have detailed communication books and these ensure consistency between home and pre-school. Learning journals give a wealth of information about the children's progress and parents regularly browse these at home. Parent's views are valued and receive responses. For example, parents complete questionnaires and place their written comments in a box. Parents speak very highly about the setting. In particular, they value the good communication systems, the caring, approachable staff and how children and parents have opportunities to celebrate achievements every day. The pre-school is highly committed to working in partnership with others and The excellent channels of communication make a very positive contribution to the welfare of the children.

The manager and staff form a strong, cohesive team. They are enthusiastic and motivated to develop and improve the pre-school. Staff attend training courses that are linked to the development plan and take part in induction and appraisal programmes. Since the last inspection, they have made a number of improvements. For example, new mobile storage units mean that children have independent access to more resources. Self-evaluation involves all staff and provides a good indication of strengths and ideas for further developments that will improve the outcomes for children. The pre-school team are reflective about their provision and regularly evaluate the organisation of free flow play and snack time

in order to make further enhancements.

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

Children enjoy their play in a stimulating environment that arouses their curiosity. This means they explore, investigate and learn about the fascinating sights and sounds of their world. In particular, they show excellent levels of independence and really enjoy choosing their preferred resources and activities in the delightful, outside learning environment. Staff have a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage and have a clear understanding of individual needs. Observational assessments and plans for each child's next steps are strengths. Informative learning journals clearly demonstrate that children make excellent progress in the six areas of learning. Staff interaction is a significant strength and contributes to the success of the children's learning and development. When children play with construction materials they are gently led to explore, select and try the various pieces until they successfully make a vehicle. Outside, children are fascinated as they explore the soil and find mini-beasts which they carefully investigate with magnifying glasses. Children often select role play activities and through discussion and negotiation play harmoniously with other children, such as cooking and tossing pancakes in the role play area. Children have a wealth of activities that help them learn about the natural world, including planting and growing their own fruit and vegetables. Their literacy skills are developing well because they are motivated to sit in an attractive book area and browse a book alone, or with a friend. Children show high levels of achievement in mathematical development and confidently talk about the language of size and some can count to 18. They effectively use sand timers as they wait for their turn on a particular vehicle. Throughout the session, children thoroughly enjoy an excellent range of creative activities. They explore colours on the painting table and are fascinated as they make different sounds with the mobiles and chimes in the outside area.

Children show they feel safe and secure in the pre-school. On arrival, they confidently choose an activity such as the malleable play or magnetic board. Staff are well deployed and this means children happily approach for help if needed. Children behave well in the pre-school and positive staff interaction means they develop good learning attitudes. Children talk about the importance of sharing resources. The pre-school helps children to learn about different cultures, such as celebrating a number of festivals including St. Andrew's Day, Shrove Tuesday and Diwali.

Children enjoy their play in a safe and secure environment. There are a number of safety precautions and procedures in place. These include guidance to follow if a child is missing or uncollected, fire evacuation procedures and a record of fire drills. All staff have a suitable first aid qualification and they maintain appropriate accident and medication records. The good organisation of the learning areas such as malleable play and graphics, means that children make their own decisions. They confidently use scissors to cut out letters and stick them in their books. Staff help children to learn about keeping safe by, for example, giving gentle reminders about how to sit safely on a chair.

Children learn about a healthy lifestyle and wash their hands after visiting the toilet and use hand wipes before eating their snack. They help to prepare the morning snack and are guided as they cut up the apples and carrots. Children learn to be independent and carefully pour their drink of milk or water; however, during the rest of the session children do not readily access their own drinks. Outside play is a strong feature and children thoroughly enjoy physical activities and plenty of fresh air. They develop their large motor skills on the wheeled vehicles and enthusiastically scoop up the sand, watching it turn the wheel. Children develop their small motor skills and confidently use the implements such as cutters and rolling pins on the table with malleable play materials.

Children make excellent progress in their communication and numeracy skills. In particular, they work very well alongside their peers. They have excellent information and communication skills because they use an impressive range of equipment that helps them learn about information and communication technology. They take photographs and learn how a camera works, control programmable toys and learn to operate the tape recorder. Young children use a computer from an early age because the setting has a touch screen and older children develop their mouse control skills. Children have a wealth of opportunities to find out about the wider world and local community. They visit the museum, library, school and church and buy their snacks at the local shops. This means they have an excellent awareness of the facilities in their environment.

## 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	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	1
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	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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