

# St Mary's Church Hall Pre School

Inspection report for early years provision

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**Unique reference number** EY363994  
**Inspection date** 04/04/2011  
**Inspector** Judith Reed

**Setting address** St Mary's Church Hall, Church Road, Warsash,  
Southampton, SO31 9GF

**Telephone number** 01489 582313

**Email**

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Mary's Church Hall Pre-School opened in 1972. It re-registered in 2007 under a new management structure as a private company. It operates from the church hall, located in the grounds of St Mary's Church in the Warsash area of Hampshire. The pre-school serves the local community. The pre-school opens four days a week during school term times. Sessions are Monday 8.45am to 12.45pm; Wednesday 8.45am to 3.45pm; Thursday 8.45am to 12.45pm and Friday 8.45am to 12.15pm. Children attend for a variety of sessions and have access to a secure outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under eight years may attend at any one time. There are currently 39 children aged from two to under five years on roll. The pre-school supports children with special educational needs and/or disabilities, as well as children who use English as an additional language. The pre-school employs seven members of staff; of these, six hold appropriate early years qualifications. One member of staff holds Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and busy while attending the pre-school. Staff know the children well and ensure their individual needs are met. Equality and diversity are suitably promoted. Some records and policies are not accurate. The management group complete regular self-evaluation of the pre-school and ensure ongoing development through training of the whole staff team.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep written records of all medicines administered to children, and inform parents (also applies to both parts of the Childcare Register) 30/04/2011

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

- keep policies up to date with accurate information

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

Children are safeguarded as all staff have updated their knowledge regarding safeguarding issues. A suitable policy is in place and is shared with parents. A flow-chart of steps to follow is also displayed for staff and parents. Appropriate ratios are maintained at all times and staff complete the required checks. Children are signed in and out of the premises by their parents and the staff complete a register of attendance every day. These records are carefully checked against each other to confirm accuracy. A full risk assessment is carried out annually and daily check lists are used to ensure safety. Regular fire drills are held and children learn how to keep themselves safe. Staff are made aware of up to date health and safety issues and at least one member of staff at every session has first aid training. Staff are very aware of security issues and keep the outer door locked while the pre-school is operating. Visitors knock at the door and record their details a visitors book.

All necessary policies and procedures are in place and shared with parents; however, details are not always up to date and accurate. The pre-school staff have effective communication with parents. The parents see information on the notice board in the entrance hall. They discuss issues with staff and key people as necessary. Children's development is discussed with key people and learning journey records are shared. Parents state that they are very pleased with their children's development and progress. They know that their children enjoy attending the pre-school and that they are getting on very well. Staff also build good relationships with other professionals. They communicate with other early years providers to share information and strategies. Specialist advice and support is sought where necessary to ensure children's individual needs are fully met. The pre-school staff work closely with local authority staff to evaluate the provision. They also complete regular self-evaluation of the whole provision to ensure targeted development priorities. Staff are encouraged to develop and improve their knowledge and this helps to improve outcomes for the children.

An equal opportunities policy is in place and staff are fully aware of children's individual needs. They work with therapists and advisors to enable ongoing development. The special educational needs coordinator links with speech therapists as well as the area inclusion officer. She ensures the achievement gap is narrowed regarding communication and language issues through small group work. Several children have English as an additional language and parents are welcomed into the group to share their cultures. All children gain knowledge of the world around them and of diversity; equipment reflects diversity and books are also used to show children different languages. A wide choice of resources are available to the children and they move around both the large hall and outside play area freely. Staff ensure equipment is set out according to their plans and reflects all areas of learning. Children are familiar with the routine of the pre-school. A triangle is played to get their attention and to signal when the outside area is open or the snack bar is available. Music is used to signal tidying up time.

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

Children enter pre-school confidently and immediately settle into the activities. Staff welcome children enthusiastically and children are supported to find their individual name cards and place them on a board. Children are familiar with the environment and the daily routine, and know what to expect. They move around the pre-school and make a free choice from the wide variety of activities and toys available. Staff know the children very well and are aware of their individual learning stages. They skilfully make children think by asking questions and suggesting ideas; for example, children are challenged to find a pen that will show up on black paper. They try several colours and find that orange works well. Children experiment with white paper and find it is easier to make marks show up on this shade. They also paint with several different colours and tell staff they have created 'a bright picture'. Staff tell them 'that is just the right word to use, as it is a bright picture'. Children benefit from the opportunity to use the outside play area frequently. A number of toys are set out and staff work hard to ensure all six areas of learning are included. Children enjoy transporting soil from one area to a builder's tray, they ride on sit and ride toys and roll cars down some drain pipes. These all extend physical play and help support personal, social and emotional development. Children use their imagination when sitting on chairs that are set in a line. They pretend to drive a bus or to be passengers, demonstrating creative development and communication skills. Children's knowledge and understanding of the world is supported as they observe wildlife in the garden through binoculars. They recognise numbers on a number line and play counting games with the cards extending their knowledge of problem solving, reasoning and numeracy. Staff make regular observations of children development and use photographs to illustrate their learning journey records. They also collect starting point information from parents when children begin attending the pre-school.

Children learn to behave in ways that are safe for themselves and receive gentle reminders from staff who act as positive role models. Staff use persona dolls to enable children to talk about their feelings, and the local community support police officer visits the setting to talk about stranger danger and keeping safe. Songs and games are used to remind children about safety issues. Children understand and adopt healthy habits as they clean their hands before having snack and wash their hands after using the toilet. They learn about germs as well as dental hygiene matters. A nutritious snack of dried fruit and bread sticks, with water or milk, is provided for the children. The pre-school is reasonably well organised and children's health and welfare are underpinned because the required policies, and consents are in place. However, medication administration is not always recorded for one child, but this is a minor breach of requirements as no other children are affected.

Children have a positive attitude towards learning and participation. They make individual choices about what they wish to do. Children share toys and equipment and work together when playing with the toys. A sand timer is used to help children learn about sharing and taking turns with equipment. Staff communicate with parents regarding behaviour management issues and share strategies and

information. Children are encouraged to recognise their own unique qualities and the characteristics they share with others, particularly regarding their culture and language. Children's ability to apply skills in communication, literacy, numeracy and ICT mean that they are prepared for transition from the pre-school to school. They communicate very well and independence is encouraged when putting on coats, boots and shoes. Children also have opportunities to eat a packed lunch within the pre-school. This enables them to get used to longer sessions at pre-school and sharing meal times together. Children become proficient in using number and knowing shapes. They are familiar with mathematical positional language such as 'more than', 'under', 'on top' and 'below'. Children also learn how to use programmable toys as they enjoy robot toys and the computer.

## 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

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	2
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (CR8 Records to be kept) 30/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (CR8 Records to be kept) 30/04/2011