

St George's Pre-School & After School Club

Inspection report for early years provision

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Inspector

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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.

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 George's Pre-School & After School Club has been established since 1998 and re-registered under a new owner in 2010. It is privately owned and situated in a church community hall in Beckenham near the High Street and Beckenham Junction station. Children have the use of a main room and one side room. There are enclosed facilities for outside play.

The preschool is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The registration is for 32 children from age two years to eight years of age. There are currently 103 children under eight years old on roll, 76 of these are in the early years age range. The group supports children who have learning difficulties and/or disabilities and those who are learning English as an additional language.

The pre-school operates during the term times for two separate sessions on Monday, Tuesday, Wednesday and Friday from 8.50am to 11.50am and in the afternoon from 12.35pm to 3.05pm. The group opens on Thursday afternoons from 12 noon to 3pm. There is also an afterschool club which operates from 3.15pm to 6pm on each weekday. Children are collected from Bromley Road Infants School and Worsley Bridge Junior School.

There are eleven members of staff employed overall including the manager. The owner/manager has a degree in Early Years and there are five further members of staff who hold relevant early years qualifications.

The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting promotes all aspects of children's welfare and development appropriately overall and most requirements are met. Children are safe and well cared for in the welcoming, inclusive environment. Good relationships with parents help children settle well and they make steady progress in their learning, given their age, ability and starting points. Some systems are in place to monitor and evaluate the provision and set targets for future development, but these are not yet rigorous enough to identify all areas for improvement.

What steps need to be taken to improve provision further?

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

- keep a written record of all medicines administered to children (Promoting good health)(also applies to the Childcare Register) 19/05/2011
- maintain a record of risk assessment that includes the aspects of the environment that need to be checked on a regular basis and details of when and by whom they have been checked (Suitable premises, environment and equipment) 19/05/2011

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

- review hygiene practices in relation to children's handwashing at snack time, in order to minimise the risk of cross-infection
- improve systems for observation and assessment so that observations are consistently used to identify next steps for children and plan relevant learning experiences for each child

The effectiveness of leadership and management of the early years provision

Clear recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff, which helps safeguard their welfare. Staff are familiar with safeguarding procedures and know what to do if they have concerns about a child. Most of the required documentation that promotes children's health, safety and wellbeing is in place. However, although parents are asked to give their prior written consent for staff to give medicine, staff do not currently keep a written record of all medicines administered, as legally required. In addition, although staff regularly check the premises for hazards, a record of risk assessment and details of all areas checked is not available. This is also a legal requirement.

Staff work well together as a team, sharing tasks and responsibilities throughout each session. They organise the environment effectively so that children at the preschool and the afterschool club have access to a wide variety of good quality resources that are suitable for their age and needs and support their learning and development. Parents are kept well informed through daily discussions, newsletters and the noticeboards, and are happy with the care provided. Staff make sure that they have a clear understanding of each child's background and needs. They adapt care appropriately where needed, for instance where children have additional needs, and work effectively in partnership with other professionals as necessary, so that equality and diversity are promoted. The setting is also aware of the need to build partnerships with other early years providers where children attend more than one setting, although systems for doing this are not yet established. The management and staff team regularly reflect on their practice and identify areas for development. Actions taken, such as reviewing planning for outdoor play, are appropriately targeted to improve outcomes for children. However, as the setting has recently experienced a change in management, systems for monitoring and evaluation are not yet fully in place.

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

Children are confident and settled at the preschool. They show a strong sense of belonging and quickly become familiar with the rules and expectations, quickly going to sit on the mats when they hear the music play for story time, or helping tidy up when it is time for outdoor play. Children learn to keep themselves safe when they remember not to run inside or how to hold the scissors carefully. They wash their hands after they use the toilet, but this simple good hygiene practice is not included in the routine before snack time, which means they are not fully protected from the risk of cross-contamination. Children play outside every day as part of a healthy lifestyle, enjoying running around and riding bikes. They make healthy choices when they have some fruit for a snack, and children who attend after school make their own sandwiches for tea, choosing from a selection of their favourite fillings.

Children take part in a wide variety of activities and experiences across all areas of learning. Children benefit from a balanced routine with time for uninterrupted child-initiated play as well as group times and adult-led activities. They are keen to communicate and confidently start conversations and express their ideas at circle time. Children write and make marks as they play and enjoy listening to stories or looking at books. They solve simple problems through every day activities, such as fitting the pieces together to make a model or using shapes to create a picture. Children explore the world around them through topics and themes, and they investigate what happens when they mix cereal and chocolate together to make crispy cakes. They use their imaginations when they dress up or play in the home corner, and when they enjoy cutting and sticking or painting a picture at the easel. Staff know children well and make observations of their achievements. However, these are not currently used consistently to identify next steps for children and plan activities that build on their knowledge and skills, in order to support their progress towards the early learning goals.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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 (Promoting good health) 19/05/2011

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 (Promoting good health) 19/05/2011