

Val Robinson Childcare, St Johns Pre-School

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Rufia Uddin
Setting address	St Johns Church Hall, South End Road, Rainham, Essex, RM13 7XT
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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

Val Robinson Childcare, St. Johns Pre-School opened in 1980. It operates from a large church hall. It is purpose built and has a kitchen, storage room and children's toilets. Areas are available for outside play. The setting is situated in Rainham, in the London Borough of Havering, in a residential area close to local amenities.

A maximum of 44 children may attend the group at any one time. The group is open five days a week during school term times. Sessions are from 8.45am to 3pm.

There are currently 97 children aged from two years to four years on roll. Of these children 65 receive funding for nursery education. Children attend for a variety of sessions. The Pre-School is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The pre-school currently has no children with special educational needs and/or disabilities or children who speak English as an additional language.

There are nine members of staff. All staff hold an Early Years Qualifications at level 2, 3 or 4. The setting receives support from the local authority.

The group has a Basic Skills Quality Mark.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school works well in partnership with parents and this, together with staff's good knowledge of the Early Years Foundation Stage, ensures that children make good progress with their learning and development, and their individual needs are met. Children's health and safety is given priority and is underpinned by detailed policies and procedures, ensuring children are safe and enjoy their time at the setting. Healthy eating is promoted well and children are valued and their uniqueness is recognised. The pre-school is committed to continuous improvement and achieves this through reflective practice and ongoing training. Self-evaluation is effective in identifying strengths and areas for improvement, and the provider and manager have a commitment to development that is shared by staff.

What steps need to be taken to improve provision further?

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

- make greater use of everyday routines to promote counting and comparing skills.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Systems are in place to ensure children are kept safe when at the setting. Staff are vigilant in their supervision of the children and have a good awareness of safeguarding. They understand the procedures to follow in the event of having concerns about children in their care, and keep clear records of children's existing injuries. Written policies and procedures on safeguarding children are in place, and include all required information. Records of accidents and incidents are confidentially maintained and shared with parents, together with a complaint policy. Clear procedures ensure children's safety when they are being collected by people other than their parents. Risk assessments are detailed and cover all aspects of the environment ensuring it is safe at all times for the children.

Appropriate procedures to recruit, appoint and induct new staff ensure children's welfare is promoted and they are safeguarded from harm. Good systems are in place to monitor staff performance and development, enabling the pre-school to ensure staff have a full understanding of their role and are able to carry out their duties effectively to promote the welfare and education of the children. Children are taught to keep themselves safe and how to assess risks as they play. Fire drills are practiced regularly and clear records are kept. Written parental permissions are in place and all required documentation is maintained to a good standard.

The pre-school promotes inclusion by welcoming all families, helping new children to settle quickly, and offering additional support where appropriate. Staff demonstrate an awareness and knowledge of the procedures they would follow in the event of children attending with special educational needs and/or disabilities or English as an additional language. They have undertaken training to help ensure they are able to meet children's care needs and provide an inclusive setting.

A range of resources effectively contributes to the service provided. Resources are in good condition, balanced and easily accessible for children. They are used effectively to help children learn and achieve. Staff have a good working knowledge and understanding regarding the Early Years Foundation Stage, consequently children are progressing very well in their learning and development. Staff complete detailed observations and assessments that link clearly to the planning of activities. They identify children's starting points, next steps and interests and, consequently, targets and outcomes for children are good.

The pre-school is excellent at working in partnership with parents. All necessary written parental permissions are in place. Parents receive a warm welcome into the setting which has an open door policy. They receive regular information through newsletters, the website, the parent notice board and daily conversations with staff. They have termly meetings with their child's key person to discuss their child's progress, and at this time they contribute to planning their child's next steps in learning. The key person system works well, and staff have good knowledge of children's backgrounds and needs enabling the key person to offer suggestions for learning at home. The pre-school has a library from which children can borrow books. This helps parents to promote literacy by sharing books with their child at

home. Parents gave positive feedback about the service provided and commented on the good balance of activities and the good information that is shared with them. The pre-school has developed links with local schools that children will attend to ensure continuity in their learning and development. Staff visit schools, and teachers visit the pre-school to enable a close relationship to develop and positively promote the care and education the children receive. Transfer records are completed and give an overview of the child's stage of learning and development.

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

Children enjoy their time at the group and are happy and settled. They are confident in initiating their own learning and choosing their own activities. Children enjoy being independent as they help themselves to drinks and fresh fruit during the session. They are developing good social skills and often play in small groups demonstrating a good awareness of taking turns when playing. Staff provide good opportunities for children to share and enjoy a wide range of books. Mark making is encouraged and older children are starting to recognise their names in print. Staff provide plenty of opportunities for children to take part in physical play through well-planned indoor and outdoor activities. This helps children develop confidence and use their bodies in various ways. Children engage in a wide range of activities like, dancing to music, riding bikes, using pedal cars, climbing frames and scooters. Children are encouraged to be creative through the broad range of activities provided. They experiment with various media, such as paint and coloured tissue paper. Children enjoy dressing up in various outfits and play with pots, pans, and play food. The home corner is changed into many different places, like a builders yard or office, and appropriate play materials and resources allow children to experience different types of imaginative play. Well planned activities help children learn about themselves, each other and the world around them. They have learned about flags representing various countries. They have opportunities to learn about different festivals from a range of cultures and have access to a selection of play materials that give them an insight to different beliefs and traditions. Children gain an understanding of the wider community through visitors talking about the work they do, for example, police officers, fire officers and a dental nurse. Children's problem solving and numeracy skills are being developed through games and puzzles. Children use positional language when counting and are developing an understanding of concepts such as size and quantity. Children enjoy sorting games and are able to recognise, name and match a variety of shapes and sizes. However, opportunities to develop mathematical skills by encouraging the children to count during routine activities are not fully included. For example, staff do not encourage children to count how many cups and plates will be required during meal times. Children are developing skills for the future. Their knowledge of technology is increasing as they work out how to use remote control cars, electronic calculators and toy cash registers. Children also have access to a computer, which allows them opportunities to play educational games to support their learning.

Children benefit from access to fresh air and exercise and enjoy learning about the natural world. They dig and grow things, and look at mini beasts, like earthworms, through a magnifying glass. Children have a good awareness of personal hygiene. They are encouraged to wash their hands before snacks and after using the toilet, and use paper hand towels to help prevent the spread of infection. Staff are good role models and understand the importance of being aware of any allergies or special dietary requirements. Clear policies and procedures are in place for staff to follow in the event of a child becoming ill at the setting. Children readily help themselves to drinks ensuring they remain well-hydrated. They develop an understanding of healthy eating as they talk to staff during snack-time. Children enjoy nutritious snacks, which include fresh fruit and vegetables. Children know the pre-school rules regarding personal safety and are quick to remind their peers when they are doing something potentially dangerous. Staff use positive and consistent strategies to manage behaviour and skillfully support children to negotiate and take turns. Consequently, children learn right from wrong in a calm atmosphere which is conducive to learning. Children are frequently praised and encouraged and are well mannered and polite. They are becoming aware of the needs of others and are kind and caring towards their peers and have a good relationship with the staff. Children enjoy the relaxed, friendly atmosphere within the setting. Consequently, they are happy and make good progress in their learning and development.

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	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

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