

St Johns Pre-School

Inspection report for early years provision

Unique reference number EY419751
Inspection date 04/05/2011
Inspector Lilyanne Taylor

Setting address St. Johns C of E Primary School, Carter Street, SANDOWN,
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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*.

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Description of the setting

St John's Pre-school is a well-established pre-school that initially registered in 1997. It re-registered in 2010 due to a change from joint ownership to single ownership. It is a privately owned setting and operates from mobile premises situated in the grounds of St John's C of E Primary School in Sandown on the Isle of Wight. Children have sole use of a fully enclosed outdoor play area.

The pre-school opens five days a week during school term times only. Opening times are Monday to Friday 8.45am to 2.45pm. Children may attend for a variety of sessions.

The pre-school is registered to care for a maximum of 25 children in the early years age group from the age of 2 years at anyone time. Currently there are 41 children on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four.

The owner works in the setting as the manager alongside the four staff she employs. All hold a National Vocational Qualification at Level 3 and one is working towards achieving a Level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by a well established staff team who have a good understanding of each child as an individual which enables them to meet all children's needs effectively. Overall policies and procedures required for the safe management of the provision are effectively implemented. However, not all records are kept as required. A fully inclusive environment is provided and children's learning is effectively promoted. Staff continuously review the organisation of the premises to ensure children can play safely and gain the most learning and enjoyment from activities they engage in at all times.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 18/05/2011

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

- participate in the schools emergency evacuation procedure so all children become aware of the procedure to be followed should there be a fire in the school buildings
- implement procedures to show how the ongoing suitability of existing staff is confirmed

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection issues; systems in place for dealing with any concerns they may have ensure children's welfare is fully protected. Robust procedures are in place for the recruitment and vetting of new staff. Regular Criminal Records Bureau checks are carried out on existing staff. However, this alone is not sufficient to show that they remain suitable to work with children. Security of the premises is given a high priority and all areas children access are safe. Risk assessments are carried out, however, the manager is not able to show that these have been recorded. This is a breach of welfare requirements.

Children have access to an extensive range of resources and equipment which is well organised, kept clean and maintained in a safe condition. They are able to independently access resources and make their own choice of activities they engage in which increases their independence and builds their confidence. Children are able to move freely indoors and outdoors. The high ratio of staff and their deployment ensures children are very well supervised at all times.

All children are respected and treated as individuals. Resources show positive images of diversity and children learn about some of the cultures of others through various activities and members of the local community who visit the setting.

Staff work in partnership with parents to ensure all children reach their full potential. Each child has a key person who has regular meetings with parents to discuss the individual progress children are making and what the plans are for their next steps in learning. New parents are provided with a detailed prospectus which gives them information about the staff team, the operational procedures of the setting and the types of activities their children will be involved in to enable them to make progress in all six areas of learning of the Early Years Foundation Stage. Parents express they are kept well informed and that they are really pleased with what the setting provides for their children. Staff use innovative ways of involving parents in their children's education. For example when children take 'buddy' the bear home they are asked to write in a diary how their children have cared for him and the experiences or activities they have done together. This book is later read to all the children so they are aware of 'buddy's' adventures.

Through the systems in place to appraise staff, areas for further professional development are highlighted. Thus ensuring their knowledge of child care and child development remains up-to-date. Through self-evaluation the setting is able to highlight their strengths and areas they wish to develop further. The very good liaison the setting has with other agencies and professionals involved with some of

the children ensures the individual care and learning needs of all such children are known and met. Systems in place ensure children's transition into formal education is smooth.

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

Children show high levels of confidence and enjoy the time they spend in the setting. They show they have a good relationship with staff and are keen to share conversations with them. Staff have a very good understanding of all children's individual interests and needs. They observe children while they play and use the information they gain to inform the planning of future activities. This ensures all children's progress is closely monitored and they are supported to make good progress towards the early learning goals in all areas of their learning and development

Overall children are very well occupied throughout the sessions. They enjoy using their imagination and are given time to create and express their intentions; they make houses and cars using cardboard boxes, tubes and empty containers. Children generate their own learning by confidently choosing equipment and toys they wish to play with or through expressing to staff activities they would like to have provided.

All children's communication, language and literacy development is progressing well which helps to develop their skills for the future. They are learning how to communicate using sign language alongside the spoken word and enjoy sitting with a member of staff to have a story read. Children practise their pre-writing skills using a range of media and equipment both indoors and outdoors. Outdoors children have a 'fairy garden', here; they are able to go to talk to the 'fairy'. and share any news they have or express how they are feeling. In return the fairy leaves messages for the children to read, and the children reply with their own notes and drawings. This provides children with an introduction to how through reading and writing people are able to communicate with each other. Children are beginning to recognise their names when they self-register and some are able to write their own name with letters correctly formed. They enjoy playing with puppets and use them to illustrate the songs they sing; however, when this is done in a large group not all children's interest is sustained. Children's behaviour is good. They are very sociable, play well together and share and take turns. Children are learning good manners; they are encouraged to use words such as please, thank you and excuse me. Children are beginning to learn how to keep themselves safe through guidance they receive from staff and their regular involvement in the practising of the settings fire drill. However they are not aware of the procedures they should follow in order to keep safe should there be a fire in the school.

Children enjoy having responsibilities and are keen to act as the daily helper. They assist staff in the preparation and serving of snacks and using a clipboard and pen they make a note of the number and type of drinks children order. Children are

becoming aware of healthy eating through the range of nutritious snacks provided. Through the careful reminders they receive from staff children are becoming aware of what constitutes good hygiene practice.

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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