

St Andrew's Pre-School

Inspection report for early years provision

Unique reference number 113716
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Inspector Jacqueline Walter

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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 is run by a charitable limited company. It opened in 1969 and operates from three rooms within a church community centre. It is situated in a residential area of Burgess Hill, West Sussex. The Pre-School is registered to provide care for no more than 60 children under eight years of age at any one time, and of these none may be aged under two years of age at any one time. The Pre-School is open during term-time on each weekday morning from 9.15am to 12.15pm. During the summer term it also opens from 12.15pm to 2.45pm each Monday and Thursday. Children have access to two secure enclosed outdoor play areas. There are currently 102 children on roll in the early years age group who attend various sessions. The setting is in receipt of funding for nursery education for three- and four-year olds. The Pre-School currently supports a number of children with learning difficulties and some children who speak English as an additional language. The Pre-school employs 14 staff. All staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, staff have good knowledge of each child's needs and effectively ensure the health, safety and learning needs of all the children are met. Clear systems for observation, assessment and activity planning enables children to make good progress, given their age, ability and starting points. The partnerships with other agencies and with the parents are good overall. Children's welfare is effectively promoted, despite breaches in requirements relating to the record of the risk assessment and information provided for parents. The drive for improvement and self-evaluation is good, thereby ensuring that issues for future development are identified and fully addressed.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessments clearly states who conducted it (Suitable premises, environment and equipment) 20/05/2011
- engage with, and provide the following information for, parents: the procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare). 20/05/2011

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

- develop further the systems for evaluating the strengths and weaknesses of the provision, with particular regard to including the views and opinions of the parents and carers.

The effectiveness of leadership and management of the early years provision

All staff have completed relevant training regarding child protection and have good understanding of the procedures to follow when concerns are raised about a child in their care. Almost all of the required documentation is in place and confidentially maintained.

There are robust procedures in place overall to ensure the setting ensures suitability of all staff caring for children. For example, Criminal Record Bureau (CRB) checks are completed and all new employees undergo a detailed induction course.

Daily written risk assessments are conducted on both the inside and outside of the premises. However, these do not show who conducted the risk assessment, which is a breach of a specific welfare requirement. The impact on children's welfare is minimised because their safety is well promoted at all times.

Indoor and outdoor space and equipment is organised safely. Resources are stored at a low level so children can freely see and access them. This in turn enables all children to make choices and decisions and develop strong independence skills.

Equality and diversity practices are well implemented. Children with special educational needs or English as an additional language are identified and supported well. Staff ensure that all the children are well integrated and work effectively with other agencies involved in their care. As a result, they are successful in taking steps to close identified gaps in children's achievements.

All children are respected and their individual needs are promoted well. Both partnerships with parents and other agencies are good overall. For example, communication books are used with other settings that children attend to support the children's learning and care. Parents have good access to information about both their children's development and information on the setting. However, although staff are secure in knowing procedures to follow if children are not collected, they do not, as required, currently share this information with parents. This is a further breach of a specific welfare requirement.

Parents are effectively encouraged to be involved in their children's care and learning. For example, they complete interest sheets and 'All about me' booklets, which help staff know children's interests and plan activities to meet their needs. In addition to this, regular newsletters detailing children's activities and learning intentions are provided to assist parents in promoting learning at home.

There is a good commitment overall to evaluating and improving the quality of the

setting and management communicates good ambition and drive. For example, staff work effectively with the local authority and are currently working on identified areas for improvement. These include the systems for assessment and planning and developing the role and knowledge of the special educational needs coordinator. The staff have evaluated their own learning skills and as a result have completed various courses, which have successfully promoted the safeguarding of children. In addition, they have successfully implemented stay and play sessions with parents to help them support their children's play and learning at home. However, staff have not yet implemented systems to take full account of the parents and carers views and opinions when evaluating the provision.

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

Staff provide a welcoming, bright and child-friendly environment. There is a wide range of stimulating, good quality resources and activities are effectively organised and successfully challenge children of various ages and abilities. Children are able to develop their knowledge and understanding of the world well through enjoying first hand experiences, such as visiting a local farm, observing birds nesting and feeding their young as well as observing tadpoles in their outdoor area.

Children appear extremely confident, demonstrating a strong sense of belonging. They settle well and develop excellent relationships at all levels with staff, making it clear what they want or need. Children are developing very good skills in making decisions and choices and as a result, they are exceptionally independent and show excellent negotiation and cooperation skills. Children organise role play games with other children and introduce story lines when using role play equipment set up as a Veterinary Surgery.

Staff are skilled in promoting positive attitudes to learning and engage in good interaction with children both individually and in groups. For example, staff involve them in conversations and asking open-ended questions about a world globe. They also offer stimulating activities for children to mark make, providing fine sand trays and then discussing the phonic sounds of letters the children write in the sand. As a result, children are confident in communication, language and literacy.

The quality of planning is good overall and is currently being extended effectively to ensure it takes full account of all children's individual interests and learning needs. Staff effectively use information from observation and assessment to ensure that children achieve as much as they can in relation to their capabilities. They provide lots of opportunities and additional resources for children to revisit and consolidate their learning, for example, following the recent farm visit.

All aspects of children's physical safety are fully promoted within the setting and on outings. For example, are made of all visitors and staff are vigilant in ensuring that all external doors and gates are locked. Children are developing a good understanding of safety. They know they need to hold hands when crossing the road and participate in regular evacuation drills, the details of which are then

recorded and reviewed by staff.

There is an extremely strong emphasis on healthy lifestyles. For instance, children are encouraged to be active and enjoy fresh air as a result of a free-flow access system to the outside area. They are able to participate in activities, such as growing and sampling tomatoes, lettuce and herbs both in the setting and through the use of a local allotment. In addition to this, staff parents and children have welcomed a nutritionist into the setting, resulting in extremely healthy snack boxes now being provided by parents. Children are confident in knowing that eating well and exercising will help them to grow strong.

Staff are effective in encouraging children of different ages and abilities to develop positive behaviour. They discuss what is good behaviour with older children and are positive role models, using lots of praise and encouragement. They also encourage all the children to think of each other; for example, using egg timers to ensure the children take turns. As a result, children's behaviour is exemplary and they are beginning to show an excellent awareness of responsibility.

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	1
The extent to which children make a positive contribution	1
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

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