

# St. Lawrence Pre-School

Inspection report for early years provision

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**Unique reference number**

EY239264

**Inspection date**

26/05/2011

**Inspector**

Beryl Witheridge

**Setting address**

St Lawrence Village Hall, Church Road, Stone Street,  
Sevenoaks, Kent, TN15 0LL

**Telephone number**

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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. Lawrence Pre-school is committee run and opened in 2002. It operates from the small hall within the village hall, in Stone Street, near Sevenoaks, Kent. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15am to 12.15pm and on Tuesday and Thursday afternoons from 12:15pm to 3.00pm, during term time only. All children share access to the outdoor play area.

There are currently 22 children aged from two to under five years on roll. Children aged three and four years receive funding for early education. Children come from the local and surrounding areas. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs nine members of staff. Of these, six staff including the managers hold appropriate early years qualifications. The pre-school is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school promotes the unique needs of each child and supports their welfare and learning. Children explore within safe boundaries and enjoy being with staff and one another. However the emergency evacuation procedures have not ensured all children know how to protect themselves in an emergency. Staff observe children's activities but the assessment of their progress is not always clear. The pre-school has identified their strengths and areas for improvement. Ongoing aims to develop the pre-school shows a capacity to improve and helps to promote the outcomes for the children.

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

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

- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency
- improve the assessment of children's achievements so that their progress can be clearly tracked

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

Children are safeguarded effectively through the pre-school's policies and procedures that help to promote their welfare at all times, which are fully implemented by the enthusiastic staff. Staff have an up-to-date understanding of child protection issues, know where to access important information and know exactly what to do in the event of a concern. Practises are regularly reviewed to ensure they remain effective and continue to put children's welfare first. Systems for recruitment and vetting are rigorous and robust and help to ensure that all adults working with the children are suitable. Staff know and understand their individual roles and responsibilities. Ongoing monitoring of staff performance through appraisals and regular staff meetings helps to promote children's welfare effectively. Risk assessment is clear, covers all areas of the setting and daily checks help to identify and minimise the risk of accidental injury to children.

The pre-school has a commitment towards continuous improvement. It is clearly evaluating its strengths and weaknesses and staff are able to talk clearly about the areas they want to develop and where they feel they are doing well. The views of parents and children are fully included in the reflective evaluation. The previous recommendations from the last inspection have been fully addressed, helping to improve practice for the children attending. The provision of toys, resources and experiences are good and enable children to make independent choices, take part in group activities, play on their own, take on challenges as well as learn through effective adult support.

Equality and diversity is embedded into every day practice. Staff work very closely together and monitor their practices to ensure the needs of all children are supported; they are a small group and know their children very well. Children have plenty of opportunities to learn about diversity in society and the needs and wishes of all children, including those with special educational needs and speaking English as an additional language, and their families are fully addressed. All experiences and opportunities are available to all children, providing them with opportunities to learn and develop.

Good partnership working supports the needs of individual children and their families. For example, the setting works with local schools, other agencies and professionals who are involved in the care of the children and their families. Effective liaison helps to offer children continuity of care and learning.

Children benefit from effective partnership working between the staff and their parents. Parents sign up to the policies and procedures of the provision. There is an open door policy in the pre-school and staff work closely with parents and share a range of information about their child with them so parents feel their children are well cared for by staff who know them well. Parents are happy with their children's progress. Staff believe the link between parents and other agencies is an essential role of the pre-school in supporting the children and their families.

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

Children show they feel safe. They are happy, settled and secure because staff provide close care, are attentive and respond swiftly to their needs. They sit with the children either on the floor or at the table. Children gain confidence and the acquisition of language skills as they interact well with the staff and each other.

Individual needs and interests are identified and recorded when the children first start at the group. Starting points are clearly recorded and cover all areas of learning. Staff provide opportunities that build on children's known skills, their interests, their ideas and wishes which are gained through discussion with the children using 'mind maps' where their ideas are recorded. The areas for development identified from observation of activities are included in future planning but the assessment of children's learning does not always clearly track their progress. Staff are aware of this and have identified it as an area for improvement.

The resources are organised into accessible and attractive areas, the book/quiet area, messy play, and construction. Children are able to make decisions about what they want to play with, as well as taking part in some adult led activities. Children are able to access computers; they love looking at their photographs on the digital display on the computer. They have their own camera which enables them to take pictures of themselves and their friends during activities or if they have made something of which they are extremely proud. When using the computer programmes children show amazingly good mouse skills and know how to use the programmes correctly.

Children have access to the large hall, at certain times when no-one else is using it, they have plenty of space to run, play games and sing action songs. They also have access to an outdoor play area where they are able to use the large equipment, the boys especially love to use the bikes and scooters; they join together to play a game where they pretend to be firemen and have to go to put out the fires. Other children enjoy looking in the bushes for mini beasts, studying them with their magnifying glasses. They are growing plants in tubs and remember that they need to water them regularly to help them grow. Children's knowledge and understanding of the world around them is being developed in many ways.

Children are introduced to healthy eating options. They have snacks of fruit such as pears, bananas, raisin and carbohydrates including rice cakes and bread sticks. They have an option of milk and water with their snack and drinking water is available throughout the day. Parents provide a pack lunch for their children and staff advise about healthy choices for the children. Children know how, when and why to wash their hands, they follow good hygiene routines and follow the example set by the staff. Children are not able to be independent when visiting the toilet as other groups use the hall, so staff always accompany them but encourage as much independence as they can when the hall is empty.

Effective behaviour management procedures ensure that children are learning to

develop responsibility for their actions. They play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem. The pre-school has their St Lawrence Laws which remind the children to think of the needs of others, to share and to listen. Staff are very good role models to the children; they are always polite and encourage the children in all they do. Overall, an inclusive and welcoming service is provided.

## 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	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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