

Sacred Heart Pre-School

Inspection report for early years provision

Unique reference number	EY318019
Inspection date	17/05/2011
Inspector	Sheila O'Keeffe

Setting address	Sacred Heart RC School, Heys Street, Thornton-Cleveleys, Lancashire, FY5 4HL
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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

Sacred Heart Pre-School is run by a committee. It was registered in 2005 and operates from a classroom, school hall and associated facilities within Sacred Heart Primary School in Thornton-Cleveleys. There is a secure, fully enclosed playground for children's outdoor play.

The setting is registered to care for a maximum of 22 children aged within the early years age range at any one time. The setting currently takes children aged from two to five years of age. The setting is open Monday to Thursday from 9am to 3.30pm and on Friday from 9am to 12pm during term time.

There are currently 50 children on roll, all of whom are within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. It is registered on the Early Years Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, five hold an appropriate qualification at level 4 in early years and two hold an appropriate qualification at level 3 in early years. The setting receives support from the host school and from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a welcoming and stimulating environment where children are well cared for. They are happy and very comfortable with their routines. Children are safe and make good progress in their learning and development. Good links are established with parents and carers and with other early years professionals to ensure all children are fully included and their individual needs are effectively met. Indoor space is usually organised well. The manager and staff are continually seeking ways to develop their good practice, demonstrating good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop boundaries for some areas indoors so they are clearly defined to allow children to regulate their own activities.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the setting's policies and procedures to safeguard children and implement them well. Consequently, children are effectively protected. Robust recruitment procedures are carried out on all staff to check their suitability to work with children. All staff are appropriately qualified and through regular training update their knowledge, in order to have a good understanding of how to deal with any concerns that may arise about children's health and safety. Staff are vigilant at all times ensuring children are safe.

Staff promote and support diversity well to help children gain an early awareness and understanding of the society they live in. Resources are good, well cared for and replenished when necessary. All children share equal opportunities by being fully supported and included by all staff, in particular, the key people they are assigned to. Children's needs are well provided for in terms of their welfare and learning development, particularly children with special educational needs and/or disabilities.

Good liaison with parents and carers contributes well to improvements in children's achievements, well being and development. This includes them being regularly invited to share in events at the Pre-School. They praise the setting and are confident that their children are well cared for. 'Absolutely brilliant' one parent commented.

Good partnerships are established with other early years professionals in the school and with other organisations to ensure important information is transferred. This benefits the children, especially in terms of their social development and transition into school. For example, they share activities through assemblies, plays and visits.

The manager and team of staff are committed to improving the setting and recommendations from the previous report have all been addressed. They demonstrate a good understanding of areas for improvement and are committed to changes that will improve outcomes for children. Self evaluation is good. It is regularly discussed and updated to ensure continuous improvements are made.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. Detailed observations inform planning in order to support children with their individual next steps in learning; consequently children make good progress in their overall development. Individual learning journeys show children's good progress from their starting points and contain photographs and creative work to illustrate this progress for parents and carers.

Staff respond well to the needs of the children. For example, children have great fun because of the good encouragement and prompting by staff to count and stand up the toy bricks and knock them down with large sponge balls. There is a good balance across all areas of learning through independent play and focused activities. Children have a good awareness and understanding of healthy lifestyles. They enjoy helping themselves to a range of healthy snacks including fruit. They have fun pouring their own drinks of milk or water. There is a garden area where children help to plant a variety of plants including their own sunflowers, which promotes their knowledge of the natural world. Children can rest and relax in different quiet areas inside and outdoors and choose from a good range of books and resources.

Their outstanding behaviour, enthusiasm for learning and co-operation with each other allows them to enjoy each other's company and respond exceptionally well to adults. Role play areas both inside and outside provide good opportunities for children to develop their imagination, creativity and communication skills. They gain early awareness of difference through exploring books, songs, activities, and cultural festivals. Good opportunities are provided for children to enjoy and develop their physical skills. However, some indoor activities do not have clear boundaries in order to allow children to move about more easily and regulate their own activities.

Children are developing a good sense of how to be safe through their discussions with staff and how they interact extremely well with each other through play. Through the range of well planned activities, including using computers, the children are acquiring a good foundation for developing their skills for the future.

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	1
The extent to which children develop skills for the future	2

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