

St Marychurch Pre-School

Inspection report for early years provision

Unique reference number

139478

Inspection date

24/05/2011

Inspector

Julie Neal

Setting address

The Parish Hall, Church Road, Torquay, Devon, TQ1 4QY

Telephone number

(01803) 312542

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Marychurch Pre-school has been registered since 1992. It is run by a voluntary management committee from a church hall in the district of St. Marychurch, Torquay. The setting has use of two rooms and an enclosed outdoor area.

The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under eight years of age may attend at any one time, all of which may be in the early years age range. There are currently 20 children in the early years age group attending at different times. The setting receives funding from the local authority for the early education of three and four year old children.

The setting is open from 9.00a.m to 12 noon, Monday to Friday during term times. On Tuesday and Wednesday a lunch club operates until 1.00p.m. There are four members of staff working with children, three of whom have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well overall. Children make good progress towards the early learning goals because staff plan well to promote individual development and are consistent in identifying each child's next steps in learning. Processes of self-evaluation are effective in supporting good quality outcomes for children, and in identifying areas for future improvement.

What steps need to be taken to improve provision further?

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

- develop the indoor learning environment to provide inviting areas where children can engage in quieter activities either individually or in small groups
- show that languages other than English are valued by including examples of the languages spoken by the families of children currently attending the setting

The effectiveness of leadership and management of the early years provision

Leadership and management in the setting is good, resulting in an enthusiastic staff team who have a thorough understanding of the requirements of the Early Years Foundation Stage. This is demonstrated in the effective implementation of procedures that safeguard children and protect them from harm. All staff take part

in safeguarding training and regularly refresh their knowledge through attending additional courses to keep up-to-date with any developments in good practice. As a result, the staff team are confident in their safeguarding awareness. Safeguarding policies and procedures are reviewed regularly and updated to reflect local guidance; these and all other policies and procedures that support children's well-being are made easily accessible to parents. Risk assessments are, overall, effective in identifying any potential hazards to children and the actions staff take to address these. However, these do not always reflect the good daily safety practice carried out by staff to ensure children remain safe and secure at all times. For example, in order to reach the large hall and the outside play area, children must pass through a corridor that opens onto the church hall kitchen, which cannot be securely closed off. Staff have rigorous systems in place to ensure that children are unable to gain access to the kitchen; however, these are not noted in the risk assessment. All documentation supporting children's welfare is in place and meets regulatory requirements. Some aspects of record keeping are good. For example, records of individual children's requirements, and consent forms from parents, are detailed and provide staff with good quality information to enable them to meet each child's needs well. There are some minor weaknesses in record keeping. For instance, some children do not stay for the extended lunch club sessions, and there are occasional inconsistencies in recording the times they leave the premises.

Systems of self-evaluation are good and result in plans for the future that focus well on promoting outcomes for children. Parents views are valued and included when planning for a change and improvement. For example, the inclusion of the lunch club at the end of some sessions came about as a result of feedback from parents, who wanted their children to have this additional opportunity to develop social skills prior to moving on to school. Staff developed the lunch club so that children of all ages who wish to stay can benefit from the relaxed and sociable environment. A current area of development is making improvements to the outdoor area, and children's ideas are included in plans for making outside more stimulating and dynamic. Overall, the learning and development environment is well-organised. Staff make good use of space to provide children with safe areas for energetic games such as riding bikes and playing with balls, and for enjoying 'messy' activities such as arts and crafts and water play. However, there is little provision for children to relax and enjoy quiet, self chosen, activities comfortably. For example, children very much enjoy using the good variety of books, reading these to themselves and looking at these together. However, the book corner is not inviting as there are few cushions to sit comfortably on while reading. Children's individual needs are met well overall. Good relationships with parents and others involved in supporting children's welfare enables staff to have a thorough understanding of each child's requirements and to plan effectively to promote individual progress and development. Staff promote an inclusive environment where children are encouraged to respect each others' cultures and traditions. Resources such as books and small world figures used by children reflect cultural diversity appropriately. There are examples of languages other than English in the setting, such as on a general 'welcome' poster. However, there is little to reflect the specific languages of children from bilingual families. Some children attend other providers of the Early Years Foundation Stage, such as childminders. Staff work effectively with these other providers to share information

to support children's individual learning plans. Some children are due to move on to school in the near future, and good co-operative working relationships between the setting, parents, and other providers of the Early Years Foundation Stage, has resulted in each child being well supported through the transition to school.

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

Children's welfare, learning and development is promoted well overall. Good daily health and safety routines ensure that children enjoy a clean, safe and secure environment. Children show good safety awareness as they move around the premises and use tools and equipment. For example, children show understanding of the safety rules relating to using the stairs, such as, waiting for the person in front to move before taking the next step themselves. Children are extremely confident as they race bikes and scooters around the large hall; although they go as fast as they can, they are aware of each other and ensure they go round in the same direction to avoid accidents. Children enjoy very good levels of healthy exercise and physical activity that helps them to develop confidence and control as they move their bodies. Some activities, such as parachute games, have specific aims and objectives such as developing children's confidence in moving under and around objects, and in working together to move the parachute up or down to make a ball go in a particular direction. Other activities encourage children to use apparatus spontaneously, such as using big foam blocks and shapes to balance on, roll over, and jump off. Children understand that they need to drink plenty of water to keep healthy and they regularly helps themselves, particularly following vigorous activities. Children demonstrate a good understanding of the importance of personal hygiene. For example, children who wish to take part in a cooking activity wash their hands without being prompted. When a child drops a spoon, they tell staff that it cannot be used because it has been on the floor and will be dirty.

Children make good progress towards the early learning and development goals, relative to their starting points. Staff have a well-developed understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge well to provide children with a good balance of activities that promote learning in all areas. Children's progress is discussed at weekly planning meetings, and staff share their very good observations of each child to ensure all team members are aware of current aims and objectives in learning. Children's progress towards the early learning and development goals is monitored well. Children's learning diaries are, overall, well maintained and celebrate children's achievements. Photographs, examples of their drawings, writing and art work, and observations of children's engagement in activities, provide good examples of how children have reached their current stages of development. The next steps in learning for each child are identified and linked to suggested activities to promote these, based on children's interests and ideas. For example, many activities are currently linked to spiders and other insects. This is as a result of children coming excitedly into the setting and talking to staff about a cobweb and a spider that they have seen outside, which generated interest throughout the whole group.

Children are happy and enthusiastic participants in activities. They confidently make choices about what they want to do, and engage well in discussions with staff at the beginning of each session to identify key activities to take part in as they plan their day. Children become thoroughly absorbed in chosen activities and use their problem-solving and critical thinking skills well. For example, children are using a variety of materials to make spiders. They count the number of pipe cleaners they need to use for the spiders legs, and they consider where these should be placed on each side of the spiders body in order that each leg is the same distance from its neighbours. The spider theme is being enthusiastically embraced by children, who show through their models, paintings, and discussions that they have learned very well about spiders. For example, a child spontaneously decides to paint a spider. Having painted the body, head and legs, the child returns to their picture and places an additional eye on the spiders face. The child confidently explains that 'some spiders have more eyes than we do' and that they have seen this in a book. Children immensely enjoy regular cookery, where they develop the skills they have learned in a practical context, that has the benefit of an end result that they can eat. They look at the recipe with staff, which has simple instructions in words and pictures, and children follow these well as they progress with each stage of making their cakes. Children take great care as they measure and weigh different ingredients and they check the readings on the scales to be sure when they have added enough. Children discuss the properties of each ingredient, such as the sound of the sugar as it scratches against the bowl while being mixed with the butter, and the smell of the vanilla extract that they add to the mix. When the cakes are cooked, children thoroughly enjoy decorating these, and they concentrate well as they use icing to create spiders' webs. Children's behaviour is very good, they share and take turns well. For example, children enjoy using the computer and are proficient as they load and select games of choice. When more than one child wishes to use the computer, children use a timer to ensure everyone has a fair turn. Children monitor this well for themselves. For example, when the timer indicates a turn is finished, children make sure they tell the next child that it is their turn.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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