

St. John Fisher R.C. Pre-School

Inspection report for early years provision

Unique reference number

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Inspection date

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Inspector

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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. John Fisher R C Pre-school was registered in 1992 and it is run by a management committee. The setting operates from a church hall within St. John Fisher Roman Catholic church in North Harrow, in the London Borough of Harrow. There is access to a large main hall, smaller hall and a secure outdoor play area. The setting provides a service for children from the local community. The setting is open each weekday from 9.30am to 12.30pm term time only. The setting is registered for 25 children in the early years age range and there are currently 31 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs three full-time staff and four part-time members of staff. Of these, the vast majority hold appropriate early years qualifications. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by the experienced and well-trained staff team. They have lots of fun in the safe, inclusive and child-centred environment. Overall, good progress is made in all areas of their development as a result of the focus placed on identifying and planning for children's individual interests. Good systems for self-evaluation are in place, which support the management and staff team to identify the strengths and weaknesses of the provision. Partnerships with parents are highly effective, contributing to improvements in children's development.

What steps need to be taken to improve provision further?

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

- review the systems for planning to include children's next steps in learning
- increase resources to support children's ongoing awareness of diversity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Staff have a good understanding of child protection procedures and know how to implement these to help protect the children. All staff have received safeguarding training and the manager and deputy take lead responsibility for coordinating investigations of child protection concerns. Thorough written risk assessments are in place and include daily checks both inside and outdoors, for certain activities and trips out. These checks combine to

create a safe environment for children to play.

Strong leadership and management in addition to effective team working result in a smoothly run environment. The staff team have been in place for many years and have a strong commitment to the ongoing development of the setting. Self-evaluation and ongoing improvement ensure that practices are constantly evolving and improving to reflect the needs of the children and their families. Partnerships with parents are strong. The staff team ensure parents feel welcome and included in their children's time at the setting. Much information is available to parents including a notice board with important setting details, activity planning and information on the Early Years Foundation Stage framework. Parents are involved in the setting in many ways, for example, as parent helpers and assisting with various schemes. Parents have access to their children's learning journeys and contribute to these regularly. This allows parents an insight into their child's learning and progress. Feedback from parents is very positive. They comment highly positively on the staff team and how well they feel their children are doing since attending the setting.

The setting works closely with local authority advisors and other professionals to support children with additional needs, and effective arrangements are also in place to work with children and families for whom English is an additional language. Children are well prepared for school, as good links with the local link school have been established. Teaching staff visit the setting to meet the children and discuss their progress with the staff. This also provides an opportunity for staff to highlight any concerns they may have about the children. This is highly beneficial in promoting children's continuity of care and learning.

The play environment and resources available allows children to make choices and direct their own play. Staff have created an inclusive and child friendly environment where children can self select and access all activities and equipment with ease. They learn about the world around us and the different faiths and cultures through discussions and planned activities. For example, they celebrate Chinese New Year, enjoy fortune cookies at snack time, and make Spanish Paella. There are some resources available on a daily basis to support children's understanding of diversity, however these are not sufficient in variety or availability to promote their ongoing interest.

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

Children make good progress in their development as a result of the emphasis placed on planning for children's emerging interests. Plans are informed from the observations made which incorporate children's learning as well as their own suggestions for activities. This high consideration for children's self directed play means learning is meaningful and children become keen learners. Whilst in practice this method works very well, the systems for planning do not fully reflect children's next steps in learning. Children benefit from the successful teaching methods and well framed questioning to encourage their thinking and reasoning

skills. For example, asking children what they have to do with their freshly made jam tarts before they can be eaten, and how they know when the strawberries are ready to be picked. There is also a good balance of adult initiated play, as staff facilitate play well. Children show an interest in a thermometer and enjoy the enthusiasm from staff as they discuss what happens to the line as the weather becomes warmer. The learning environment both indoors and newly refurbished outdoor area is well resourced. The environment is set out well to ensure children have continuous freedom of choice and movement.

Children use their creative skills, for example, as they explore paint printing with different media such as teabags and play with many interesting role-play resources. For example, some pretend to cook in the playhouse kitchen whilst others become builders, using wheelbarrows and other novelty play building equipment. They happily throw the large foam dice and excitedly tell one another what number and how many points they have. Other children become a train as they link up and say 'choo choo' as they navigate around the large hall. Children are developing wonderful social skills. They are confident, happy and secure in the setting. They cheerfully speak to visitors, telling them what they are doing or inviting them to look around the setting. Children gain understanding of the world around them and the impact of sustainability as they take part in interesting recycling activities and learn about where food comes from during planting and growing of seeds. Overall, the experiences provided clearly help to prepare them for their future learning.

Support for children's understanding of healthy lifestyles is wonderful and there is a superb effort to improve the health of children both in and out of the setting. Children learn about healthy habits as part of their daily routine, for example, using the mobile hand-washing unit to ensure they can wash their hands regularly. Staff reiterate the importance of this with simple explanations of germs and their negative effects. Staff implement the knowledge they gain during training exceptionally well. Courses such as 'healthy children make better learners' result in staff fully embedding the encouragement of healthy lifestyles into their practise. Children thoroughly enjoy themes such as healthy eating and parents are supported in providing healthy options for their children's packed lunch with interesting displays and information folders about portion sizes and foods to avoid. Children take part in regular opportunities to develop their physical skills. They run, climb, balance and steer wheeled cars, promoting their large muscle movements. They also use interesting tools, thereby supporting their fine manipulative movements and hand-eye co-ordination.

Children are made aware of safety issues in an age and stage appropriate manner. They engage in risk taking activities such as cutting fruit with child safe tools and learn how to handle them correctly and safely. Furthermore, children have had visits from the local fire brigade, teaching children about those who help us. Children's behaviour is very good, they are able to take instructions from staff and play well together. Friendships are forming and children show the ability to help one another, for example, as they pump the tap to make the water flow on the hand washing unit. Staff have been creative in helping to involve parents in recognising their children's achievements. The pre-school 'wow board' rewards children for their good behaviour and accomplishments at home, which parents

note down and then bring to the setting. This encourages consistent good behaviour and promotes children's self-esteem.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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