

St Bridget's Pre-School

Inspection report for early years provision

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Inspector Christine Stewart

Setting address St Bridget's Church Centre, St Bridget's Lane, Wirral,
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Telephone number

Email

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 Bridget's Pre-School has been registered since 1992. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The pre-school operates from a church hall in the grounds of St Bridget's Primary School, West Kirby, Wirral. There is a designated play room and an enclosed outside play area.

The pre-school is open Monday, Tuesday and Friday from 9am to 12 noon and Monday and Thursday 1pm to 3.15pm. The setting is registered by Ofsted on the Early Years Register. A maximum of 20 children may attend the setting at any one time. There are 28 children on roll, all of whom are within the early years age range. The nursery supports children who speak English as an additional language.

The pre-school committee employs six staff, of whom four hold appropriate early years qualifications. The pre-school receives support from the early year's foundation consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide an environment which is warm and welcoming. They have a sound understanding of the Early Years Foundation Stage to support children's learning. However, there are less effective systems for monitoring and planning for children's progress. A highlight of the setting is its programme of regular 'specialists' who bring their skills and knowledge to enrich children's learning. Systems to self-evaluate the setting in order to promote continuous improvement are not yet in place. That said, the group has met the recommendations from the previous inspection and continues to access training to improve skills and knowledge.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure it covers anything with which a child may come into contact, with particular regard to large play apparatus
- review systems for planning and assessment to make informed decisions about children's progress and plan next steps to meet their development and learning needs
- increase opportunities to share relevant information about children's progress within the Early Years Foundation Stage with parents and other providers to promote effective continuity and progression
- ensure that all children, have regular opportunities for outdoor play and plan exciting outdoor learning opportunities to encourage children's interest and curiosity across all areas of learning.

The effectiveness of leadership and management of the early years provision

Adequate procedures are in place to safeguard children from harm. Designated staff lead in safeguarding matters and all staff have an understanding of the safeguarding policy and procedures. Visitors who are not familiar to the setting are required to produce identification and all visitors are recorded in the register. Recruitment procedures ensure that the appropriate checks are carried out on staff to ensure they are suitable to work with children. Risk assessment of the premises and for outings helps provide a safe environment where action is taken to minimise risk. However, some areas of the risk assessments lack detail to ensure children are protected in all eventualities, for example, in relation to children using the large outside apparatus.

Staff work well together in this small setting and regular staff meetings and annual appraisals ensure knowledge and skills are kept up-to-date. Since the group's last inspection, where six recommendations were raised, there has been an improvement in practice. Recommendations have been completed, with the exception of developing the outdoor provision, which remains an area to improve. The setting has yet to embark on the process of self-evaluation to promote continuous development. However, staff have undertaken training beyond the mandatory required to demonstrate their commitment to improve outcomes for children. A range of toys and equipment provide children with resources that are suitable for their age and stage of development. Children can select all resources with no gender bias. Staff are deployed well and the required staff/child ratio is maintained

Parents say they are 'very happy' with the care and education their children receive. They are satisfied that they receive sufficient information regarding their child's learning and development. They state that staff are approachable and feel they have secure partnerships in place to share information. Parents are pleased their children are helped with the transition to mainstream school through planned visits and activities. Links are well established with the host school but are less effective with other providers, such as childminders and other pre-schools.

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage and a good knowledge of child development. This helps them to provide a range of activities to support and promote children's development. Children's learning journals are in place, however, these do not identify what children can do when they commence the pre-school or identify next steps planned for individual learning. Consequently, it is not always very clear how well children make progress. Plans are predominately for indoor learning and outside play activities are not effectively planned to support all areas of children's learning.

Children are cared for in a welcoming and inclusive environment and arrive at the group keen to play. The setting is well organised and children choose what activity they want to do. They are engrossed as they listen to staff skilfully tell humorous stories. They respond with glee and giggle at the prospect of aliens in underpants or finding a shark in the park. They help themselves to books and turn the pages carefully. Children have opportunities for writing and making marks, at the tables. However, areas, such as role-play corners, are not rich in text or numbers and are not resourced to encourage writing for a purpose, for example by including diaries, or notepads by a phone and shopping lists.

Rhymes and songs promote opportunity for simple calculation. A range of resources, such as programmable toys, cause and effect resources and a computer develop children's understanding of technology. Children can express their creativity through music; they can role-play in the home corner and with small world play. Daily visitors to the setting develop children's understanding of the world and enrich their learning. Visits include music sessions, learning French, rhythm time and baking sessions. Older children have weekly visits to the school from the summer term to support the transition process.

Children are learning how to keep safe as they practise the evacuation procedure and how to behave in an emergency. Established routines and positive interaction help children feel secure. The staff are good role models for the children. There are routines in place, such as cleaning the table and washing hands for the children to learn about personal hygiene. The staff's calm and consistent manner has a positive impact on children's behaviour. Children behave well and learn to take turns and share. They demonstrate good manners at snack times and act responsibly as they tidy away toys after use. As a result, children behave well and learn to show care and concern for others.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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