

St Lukes Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

St Lukes Pre-school was registered with Ofsted in 2001. It is registered on the Early Years Register and has been managed and run by an individual provider for over 30 years. The pre-school is registered for a maximum of 26 children in the early years age group at any one time. There are currently 51 children on roll. The setting receives funding for the provision of free early education for children aged three and four. The pre-school operates from St Luke's church halls, has sole use of two class rooms and two halls and an outside play area. The pre-school is open Monday to Friday from 8.45am to 12 noon. On Tuesday and Thursday additional sessions are available between 12.30pm and 3.45pm. A lunch facility is offered Tuesdays and Thursdays between 12 noon and 12.30pm. The pre-school opens during term time only. Children attend for a variety of sessions and come from the surrounding area. The group supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are six staff including the provider working directly with the children. All the staff have early years qualifications to NVQ level 2 or 3. Staff have access to training courses and support services run by the local authority. St. Lukes Pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and thriving in the setting. They thoroughly enjoy a wealth of resources and exciting activities. The classrooms and outdoor areas are a haven for exploration and discovery. Inclusive play and learning experiences are enabling all children to make excellent progress from their starting points. Every child is fully supported, recognising and valuing the uniqueness of each child. The staff are highly effective in promoting best possible outcomes for children. Most play and learning experiences are exceptional. The provider continuously improves the setting and sustains existing high standards. Strong parent/carers partnerships and self-evaluation are providing an accurate appraisal of the setting's effectiveness, driving improvement and embedding ambition.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- creating further opportunities for children to recognise their own learning styles, incorporating preferences into planning

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting through staff's comprehensive knowledge and understanding in child protection issues. Robust procedures are in place, keeping children safe and protected, including close attention to security of the premises and thorough risk assessment of areas and equipment. Staff are fully trained, highly vigilant and consistently attentive to children's learning of safety issues. Children display an excellent awareness of safety and recognise and understand how to keep themselves and others safe. The provider consistently considers what it is like for a child in the setting, placing inclusion and equality of opportunity at the heart of all arrangements. Planning effectively addresses the different ways in which children learn, ensuring individual learning needs are conscientiously addressed and met. Individual educational plans are highly effective in identifying and targeting learning areas, bridging gaps and ensuring children integrate successfully. Monitoring and evaluation of children's needs are robust with a strong commitment to establishing partnerships with other agencies, sharing information between early years providers where children attend other settings.

Adults have an exceptional knowledge of each child's background and needs. They update their skills and knowledge on a regular basis and effectively help children to learn about and understand the society in which they live through a broad range and variety of activities. Parents and carers are very effectively engaged and supported to contribute aspects of their cultures through practical activities. They provide feedback through well worded questionnaires, that actively encourage comments, suggestions and expression of thoughts and ideas for children's next steps learning. The provider responds in writing to every parent and carer, each receiving a personal reply acknowledging their comments and how issues raised will be addressed. Excellent communication with parents, carers and other agencies is highly effective in supporting a collaborative approach to meeting children's individual needs. Partnership arrangements contribute to appraisal of the setting and drive improvement. Resources are exceptionally well deployed and presented creatively and imaginatively. Adults' use of resources is exemplary in motivating, inspiring and enhancing children's play and learning experiences.

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

Adults support children's learning and development exceptionally well. They actively encourage children's natural curiosity and build on their spontaneity with readily accessible resources. Children enjoy high quality learning environments both indoors and outdoors with a wealth of exciting and attractively presented play materials and equipment. Detailed planning for individuals is ensuring every child has opportunities for enjoyable and challenging experiences across all areas of learning. Information from observation and assessment is used extremely well to target and bridge gaps, enabling children to make rapid progress. Next steps

planning is undertaken in partnership with parents and carers, addressing the unique abilities and readiness of children to tackle new challenges. Each child is secure and settled with their key worker, enjoying a real sense of belonging. Small group activities are skilfully led and managed, enabling every child to make a positive contribution. Adults are mindful of the different ways in which children learn, especially boys. They use some strategies to help children recognise their strengths, such as hand preference and are creating spaces at tables so children may choose to sit or stand at practical activities.

Adults work consistently well to safeguard and promote the welfare of the children. They take every opportunity to teach children about keeping safe and children demonstrate their knowledge of safety issues, playing and moving around safely and appropriately. Children's good health and well-being are encouraged throughout their routines. Children are very good at independent hand washing and have an excellent understanding of how germs are spread and how they can protect their health. They enjoy healthy and nutritious snacks and have a good knowledge of foods which are good for them. Children are consistently encouraged to be active and adopt a healthy lifestyle through stimulating outdoor activities. They are actively encouraged to develop the habits and behaviour appropriate to good learners, sharing well, taking turns and playing co-operatively. The superb range of resources and activities contribute to a highly stimulating and welcoming environment which fully reflects the children's backgrounds and the wider community. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences, enabling all children to develop an extensive range of 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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