

St John's Pre-School

Inspection report for early years provision

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Inspector

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Setting address

St. Johns United Reform Church, Lynwood Grove,
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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's Pre-school is a committee-run setting and was registered in 1993. It operates from several rooms within church premises in Orpington, in the London Borough of Bromley. There is an enclosed area for outdoor play. The pre-school serves the local area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Pre-school is registered to provide care for no more than 40 children under eight years; of these, not more than 40 may be in the early years age group, and of these, not more than ten may be under two years at any one time. There are currently 55 children on roll, who attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities, and those who use English as an additional language.

There are 13 staff who work with the children at the preschool, as well as a part-time administrator. Of these, 10 staff have relevant childcare qualifications, and one is working towards a qualification.

The pre-school receives support from the local authority through an early years advisor. There is a health visitor linked to the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully supports all aspects of children's welfare and development. Clear leadership and management results in a motivated staff team who are committed to the continuous development and improvement of the provision. Relationships with parents are excellent and ensure that children's individual needs are met. Children make good progress in most areas, given their age, ability and starting points. They are safe and well cared for at the setting.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop their independence at the setting, such as selecting their own resources and play materials and being more self-sufficient at snack time
- strengthen systems for observation and planning by making sure any next steps for children's individual learning link clearly to activities planned for both indoor and outdoor play

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded due to robust systems for recruitment, which ensure that staff are suitable to work with children and are appropriately qualified. Key staff attend relevant safeguarding training and pass on the information they gain to the rest of the team. This means that all staff have a clear understanding of up-to-date local procedures. All required documentation that supports the smooth day to day running of the setting is in place. Staff work well together as a team, sharing tasks and responsibilities throughout the session. They are well deployed to ensure children benefit from a good level of support; for instance, there are always at least two members of staff in each room and in the garden. Staff use space and resources effectively to create a welcoming learning environment, where children have access to a wide variety of good quality play materials that support their learning.

Staff make sure they have a thorough understanding of each child's background and needs. They build strong partnerships with other providers and professionals where appropriate, so that all children receive the support and care that they need, and equality and diversity are successfully promoted. For instance, they make use of visual aids and Makaton to support children's communication skills. Relationships with parents are highly positive and contribute significantly to children's wellbeing at the setting. They are kept very well informed about all aspects of their child's development, including regular written progress reports and details of individual next steps. Parents play a key role in the monitoring and evaluation of the setting. Along with feedback from staff, the management team encourage parents to contribute their views and ideas, for instance by having parent representatives on the committee, and through discussions during monthly coffee mornings. Suggestions from parents have helped develop and improve the service; for example, parent feedback led to the introduction of 'key person clinics'. Staff are keen to continually develop the provision, and actions taken are well chosen to improve outcomes for children, such as reorganising the session so that children spend time in smaller groups, and developing the outdoor play provision so that children can now play outside in all types of weather.

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

Children make good relationships at the setting and they benefit from a consistent staff team that know them well. They show a strong sense of belonging as they come in and settle with an activity quickly, following the familiar routines. Children grow in independence as they move between activities and put their work away in their own folder. However, opportunities for children to independently select their own resources and materials, or for them to do things for themselves, for instance at snack time, are not yet fully developed. Children learn to keep themselves safe when they remember the rule about 'no running' inside, and know they need to hold on to the red rail as they go down the stairs into the garden. They adopt

simple good hygiene routines when they wash their hands before they eat, and when they come inside from the garden. They make healthy choices at snack time, enjoying slices of apple and a handful of raisins to eat. Children play in the outdoor area every day as part of a healthy lifestyle, running around in the fresh air, having a turn on the slide or learning to ride a scooter.

Children take part in a wide variety of indoor and outdoor activities and experiences, that support their development across all areas of learning and help them make good progress towards the early learning goals. Staff make regular observations of their achievements, which are used well, overall, to plan relevant learning experiences for each child. However, there is not always a clear link to activity planning for all the identified next steps, and currently children's individual learning needs are not consistently incorporated into plans for outdoor as well as indoor play. Children are keen to communicate and they confidently join in with smaller group discussions, sharing their ideas and talking about their experiences. They listen attentively to stories and spend time looking at books on their own. Children solve simple problems when they work out how many currant buns are left when one is taken away. They learn about shape and size when they lie on the ground with arms outstretched so a staff member can chalk around the outline of their body. Children explore the world around them when they experiment in the sandpit or have fun with funnels in the water tray, and they show concern for their environment when they fill the watering can to give the plants a drink. They join in with familiar songs enthusiastically, remembering all the words. Children enjoy creative activities, carefully cutting around a flower shape and using tissue paper and glue to make petals. They benefit from a well planned session where they take part in a balance of free choice and adult-led experiences, as well as opportunities to work in a smaller, age-related group for the last part of the morning. They are well occupied and stimulated throughout the morning, and are motivated to learn and keen to take part in the activities provided.

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	1

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	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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