

St Chads Pre-School

Inspection report for early years provision

Unique reference number 300711
Inspection date 21/06/2011
Inspector Angela Howard

Setting address 54-56 Abbey Lane, Sheffield, South Yorkshire, S8 0BP

Telephone number 0114 2748289 mobile 07526100755

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).

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 Chad's Pre-School has been a registered community playgroup for over 34 years and is managed by a voluntary committee. It operates from St Chad's Church hall on the outskirts of Woodseats in the Abbey lane area of Sheffield. The children have access to a fully secure outdoor play area. The setting serves families from the immediate community and the surrounding areas.

The setting is open from 9am until 12 noon during term time only. The setting is registered to care for a maximum of 21 children aged from two and a half to five years. There are currently 35 children on roll, of whom 28 receive nursery education funding. Children attend for a variety of sessions. This provision is registered by Ofsted on the Early Years Register.

There are eight staff who work directly with children. Seven staff hold an appropriate early years qualification. The setting is supported by Early Years Foundation consultants from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welcoming environment is fully inclusive, meeting the individual needs of all the children attending. Children flourish with the good support, care and dedication demonstrated by each member of staff. They have great fun and make good progress in their learning in an environment where their welfare needs are consistently and effectively promoted. Strong links with parents further enhance inclusive practice and the relationship with other professionals is very positive. A sound process for self-evaluation of the setting, which is continually ongoing, enhances the setting and ensures continuous improvement is sustained.

What steps need to be taken to improve provision further?

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

- consider additional ways for older more able children to be continually challenged
- develop further the use of children's identified next steps in learning to rigorously inform planning to provide personalised learning, development and support.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through good supervision and robust policies and procedures which are understood and implemented rigorously by staff. They are fully aware of the signs and symptoms of abuse and know the correct procedures

to follow should they have concerns about a child. Staff carefully record any minor bumps and bruises suffered by the children, and parents are kept properly informed. A very detailed log of children's accidents and incidents is used effectively to monitor and highlight any concerns regarding children's welfare and safety. Staff are suitably vetted and are very experienced and qualified in all aspects of learning and welfare of young children. The well-planned induction and appraisal system helps staff to understand their responsibilities and further extend their skills. Safety is given high priority and staff undertake rigorous risk assessments and daily checks to ensure potential hazards in all areas and activities are reduced. Robust systems are in place to record the details of any visitors, including the purpose of their visit. The staff take pride in the presentation of the setting and work hard to ensure children can move around freely and choose what they wish to play with. Furniture and equipment is of a high quality. Self-selection is well established and children are highly independent from a very early age. Staff support and develop activities which engage children and focus on their individual interests so that they are curious and inquisitive. They actively promote equality and diversity and are very effective in ensuring that all children are able to fully participate. For example, children who have any special educational needs and/or disabilities are very well supported and fully included in the life of the setting. Sign language is used consistently and confidently by staff and children, helping them build strong bonds and feel settled and secure. Children's progress relative to their starting points is rigorously monitored to ensure there are no under achievements and that any sign of difficulty receives effective action. Staff seek advice and support and proactively welcome regular visits from outside agencies, such as the inclusion team, to improve their knowledge and ability to ensure all children thrive in this adaptable environment. Consequently, the outcomes for children's learning are positive.

Staff welcome parents and carers into the setting as they exchange information daily to ensure they build positive relationships. The setting keeps parents very well informed, for example, through daily conversations, notices, newsletters, questionnaires and children's progress files. As a result, highly effective partnerships are in place with parents. They clearly appreciate the staff as references say they are thrilled with the staff and could not have asked for more, that staff are warm, loving and supportive and their child feels safe and secure, and that staff show so much enthusiasm and are so attentive. The whole staff team is highly motivated towards providing good quality care and education for children and towards continuous improvement. Thorough self-evaluation identifies areas for improvement and staff strive to make improvements according to areas identified.

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

The setting is very child-orientated and promotes happy, confident and independent children. They have good relationships with the adults caring for them and they understand the routines of the day, which helps them to feel safe and secure. Staff plan a wide range of good quality play opportunities to develop children's emotional, social, physical and intellectual capabilities. They are keen to

focus on children's individual interests and use this information to make them feel nurtured and valued. The planning of the learning environment is linked to the six areas of learning, with free access to continuous provision throughout the session, both inside and outside. Parents provide a very thorough baseline of information for children's starting points. The staff use this information strongly in line with the Early Years Foundation Stage to plan well for children's next steps. However, staff have recently introduced new documentation to record observations and next steps. It is not yet sufficiently clear how identified next steps are used robustly to inform planning to provide personalised learning, development and support. Children take the lead in their own learning and are supported and are challenged well to build upon what they already know. This results in children making good progress in their learning and ensures they are motivated and have good self-confidence. However, more able older children are not always fully challenged.

Children are very independent as they pour their own drinks, choose their snacks and make decisions about the areas they want to play in. Older children form recognisable letters when they label their own drawings or make out a booking form for the role play 'camp site'. They know some letters and use their phonics knowledge to sound out the letter their name begins with. They follow print in books and handle books carefully. Children use play dough skilfully to make cakes, pizza and dinners. They make excellent junk models using masking tape, glue and sticky tape very adeptly. Children paint pictures of sunflowers, studying the petals, stem and leaves as they create wonderful pictures. They play very imaginatively in the role play 'camp site', confidently booking a plot. From perusing holiday brochures, they choose to go to 'Dorset' because they wish to go and see the turtles and seals. They go to the camping shop to buy a tent, barbeque and sleeping bags prior to their pretend trip, talking confidently about the cost and handing over the money to pay for the goods. Children use their skills extremely well to direct the play, putting themselves to bed in the sleeping bags and making dinner on the barbeque. Children's interest in this activity is used well to extend their vocabulary, promote their imagination, develop their mathematical skills and show how they can successfully work together. For example, the children decide to make food from the play dough and develop the use of the chairs to make a bus so more children can go to the camp site, which soon becomes an aeroplane. Consequently, children are confident, enthusiastic learners.

Daily routines are used well to ensure children develop good practices to keep them healthy. They dress appropriately for the weather when accessing the outside, they help themselves to drinking water, grow vegetables and access a wide range of healthy snacks. The outdoor environment provides a rich source of stimulus for physical play. Children ride toys skilfully around obstacles and explore the environment using binoculars and magnifying glasses. A well-planned and resourced den stimulates imaginative play as children make dinners and cups of tea. Children pour, ladle and spoon sand and water down a length of pipe supported at an angle and with subtle intervention from staff they discuss volume and its impact on speed. Children love the freedom to go outside where they have space to run around and ride their toys, parking them carefully in the numbered bays. Children's awareness of risk and safety is promoted well within their everyday play experiences. They learn about their own safety through following the good practice of the staff and the constant but gentle reminders of safety rules

to reinforce safe practice. This helps children understand why rules exist and results in children developing a good awareness of their place in society, ensuring they are well equipped with the skills in order to secure future learning.

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 |
|--|---|

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

