

# St Paulinus Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	115374
<b>Inspection date</b>	24/01/2011
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<b>Setting address</b>	St Paulinus Church Hall, Manor Road, Crayford, Kent, DA1 4EP
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<b>Type of setting</b>	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. Paulinus Pre-School was established in 1965. Registration is for the Early Years Register. Registration does not include overnight care. Registration is for a maximum of 52 children in the early years age range and of these 16 may be under three years. The pre-school operates over two separate halls one supporting 28 and the other 24 children. The halls operate between 09.15am till 11.45am and 1.15pm till 15.45pm, 10 sessions taking place in the main hall and six in the youth hall. There are currently 76 children on roll.

There are systems in place to support children with special needs and those who speak English as an additional language.

The pre-school operates from church premises in Crayford, Kent. There is direct access to an outside play area. The pre-school operates during term-time only, and operates a lunch club which accommodates children attending both sessions. It is managed by committee drawn from parents of children who attend. The manager has been in post since 2004 and holds an NVQ at Level 4. The team of 13 qualified staff one holding a foundation degree in Early years and 9 qualified staff holding appropriate National Vocational Qualifications at level 3 and 4; the remaining staff are National Vocational Qualification level 2 working towards their level three certificate. The pre-school provides funded early education for children aged two, three and four years. It receives support from a local authority Early Years Advisory Teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's well-being is not sufficiently well promoted. Safeguarding procedures are not fully understood and implemented. The unique learning and development needs of each child are not met. Parents and carers are not given clear, regular and effective information about their child's learning and development progress. The self-evaluation process is not updated or sufficiently rigorous to bring about rapid change for the continuous improvement of the service provided without additional support.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective safeguarding policy to include 28/02/2011

the procedure to be followed in the event of an allegation being made against a member of staff and to ensure safeguarding issues, specifically the maintenance of clear, consecutive records, are understood by all staff

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident

28/02/2011

To improve the early years provision the registered person should:

- provide safe and secure environments in which to explore rich and diverse learning and development opportunities and begin to know about their own cultures and beliefs and those of other people

## **The effectiveness of leadership and management of the early years provision**

Overall, knowledge of the welfare requirements and guidance is inadequate so children's welfare and well-being are not promoted. This has a significant impact on children's welfare and well-being. A safeguarding policy is available to parents but this does not include a procedure to be followed if an allegation is made against a member of staff. Confidentiality of records is not maintained with incomplete records of concerns or complaints held in a variety of clear-fronted files. Monitoring systems remain weak. Risk assessments are displayed but not dated. Members of staff are insufficiently vigilant to promote children's safety, for example the lack of supervision leads to some children pushing others aside to get on the steps of the slide. Welfare requirements are not consistently applied and recent records show undated and incomplete records of incidents of unwanted behaviour with no indication of how these will be managed.

The layout of resources in both halls provide children with a spacious environment where well-used toys and play materials are used to support the Every Child a talker (ECAT) programme which has been recently introduced. Members of staff are highly trained and have long experience working as a team. Books are not displayed invitingly so children do not voluntarily visit the bookstand. The displayed risk assessment is not dated. An emergency exit procedure is displayed and a practice record is maintained.

The pre-school is not sufficiently rigorous in its promotion of equality and diversity. Parents provide details of home life, language and cultural back grounds and some cultural festivals are acknowledged. However children do not discover the variety of written language and other forms of communication. Some individuals and/or groups of children, such as those with special needs, learning difficulties and/or physical disabilities, are not initially well supported, although contacts with health and social specialists are in place. There is a lack of rigorous record-keeping for children who may need additional support. This means the integration of care, education and extended services does not promote inclusive practice and not all

individual needs are met.

The pre-school has used a local authority self-evaluation process to monitor its service however this is not current or sufficiently rigorous to bring about rapid change or the continuous improvement of the service provided. Parents and children are offered questionnaires to record their views of the service. They state they are content with the care their children receive and can talk with staff easily. Notice boards display required documents and information about the Early Years Foundation Stage and transition documents are completed. However a brief descriptive report, given to parents each term, does not indicate individual progress towards the early learning goals or identify areas of learning for future planning. Parents know the key person for their child and some take up invitations to attend open days to learn more about their children's achievements. The manager liaises with local schools and teachers attend the pre-school to meet children prior to their move to formal education.

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

Most children are busy and animated initially at the start of the pre-school session, but others lose interest easily. The pre-school uses information gained from observing children during adult-led activities to inform individual plans for future learning. Developing language skills are supported, stories are read and children are encouraged to share information and what they know with others during group activities. Assessment and future planning for all children is discussed during team meetings although these discussions are not centrally recorded.

Some children show an active capacity for independent learning. They are purposeful and fully occupied during their play as they use their imaginations to build creatively from construction resources. However, the structure of the session dominates and resources are removed before children have finished their play, especially at the end of the session when children are directed to find a book to look at but these are then taken back almost immediately. Children's work is placed in boxes for collection by parents so their achievements are not displayed and shared. A collective group poster is used to depict a theme of books and stories but this is almost totally adult constructed and is displayed at adult height. Children experience a range of textures handling sand, fabrics and paint. They have opportunities to use mark making tools, such as pencils and colouring pens or use scissors to cut paper as they sequence characters from stories they have heard. Overall children have a growing knowledge of how things work and the skills they will need in the future. They develop knowledge and understanding of the world as they explore keypads or interactive resources. They problem-solve and self-challenge as they manoeuvre the tricycles or use the pot stilts.

Children have a limited understanding of how to keep themselves and others safe. They practice the fire record and are becoming independent in their personal care but are not given sufficient opportunities to extend skills and self-reliance. They are not given opportunities to use a safety knife to cut fruit at snack time and even

older children stand and wait for adults to dress them in jackets for outside play. Children begin to build relationships. While some show they are confident enough to speak to known adults, others remain watchful and wary. Some children competently contribute and cooperate with others during play activities however others are not fully supported and integrated so they become bored, run around, push each other and snatch resources. Children decide when they wish to join the snack table and most sit sociably together chatting during lunch. However noise levels build and adults raise their voices attempting to gain children's attention at the end of the lunch period. Most take turns with resources during both inside and outside play but several have yet to adopt habits that show they think of 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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