

St Peters Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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. Peter's Pre-School was registered in 2010. It is privately owned and operates from The Community Rooms at St Peters Catholic Church in Hinckley. The playgroup operates Mondays to Fridays during school term time and sessions run from 8.45am until 12.00noon. The setting is registered on the Early Years Register. A maximum of 20 children in the Early Years age range may attend at any one time there are currently 25 children on roll.

The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently five members of staff working with the children three of whom hold an appropriate early years qualification and the others are working towards appropriate early years qualifications. The setting receives support from the local authority and has links with local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are recognised and met. Positive partnership with parents, local schools and other agencies are established to ensure that that all children are fully provided for and they get any additional support they need. A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate sound understanding of how to use these effectively. Effective self-evaluation systems are being implemented to recognise the setting's strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- develop systems in place to ensure self-evaluation is used fully to identify strengths and weaknesses in performance and drive ongoing improvement.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure that all adults are suitable to work with children. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. A policy is in place which outlines actions taken in the event of an allegation being made about a staff member. Safety is carefully considered in this setting and detailed risk assessments

indoors, outside and on outings ensure hazards are identified and minimised. Consequently, children are cared for in a safe, secure environment.

The leader and manager of this setting is well qualified and experienced with clear vision and drive to provide a good quality service to children and their families. Staff are knowledgeable and enthusiastic, working together effectively to promote children's welfare, learning and development. The environment and resources are organised effectively to offer stimulating play and learning opportunities indoors and outside. All required policies and procedures are in place and regularly reviewed to ensure they are effective and staff demonstrate good understanding of these documents. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey. This means the pre-school successfully makes all children and their families feel individual and valued. The setting has established positive partnership with others involved in the children's lives, for example, schools and other agencies. Effective systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the setting. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school.

This is the first inspection since registration. The manager and staff have embedded their vision and worked hard to establish this setting. They have used a variety of monitoring and evaluation systems to recognise strengths, identify weaknesses and are beginning to use the information gathered to plan and drive improvements.

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

Staff have good understanding of the Early Years Foundation Stage and understand how children learn through their play. They encourage children to be confident and interested developing positive attitudes towards learning. Staff spend time getting to know the children, their likes, dislikes and preferences. Careful attention is paid to keep up to date with details of children's interests and significant events in their lives. For example, parents are encouraged to exchange important relevant information and news with the key persons. This means staff are fully informed and prepared to offer support or challenge where necessary for individuals. Consequently, children soon develop a sense of belonging and enter the setting with confidence to enjoy and learn from targeted, interesting and challenging opportunities offered each day.

Boards and notices are used to transform the environment which displays children's work, photos of them at play and illustrations to support the learning and behaviour. The environment is arranged creatively to offer interesting play and learning opportunities and resources are stored within easy reach to promote children's independence and choice indoors and outside. Children are encouraged to select and move between areas as they play and learn developing their interest and extending activities. For example, children observed the leaves falling from the

trees. They collected leaves noting the different sounds their feet made in the wet and dry leaves and chose the best leaves for their collages. The activity created interest in autumn and wildlife during this season. Their interest and learning was captured and secured by a visit from the Hedgehog rescue complete with baby hedgehog.

Staff demonstrate positive role models and intervene promptly and sensitively if required. They promote acceptable behaviour with praise and encouragement which leads to a happy, harmonious learning environment. Children are learning to recognise and value differences by celebrating festivals, significant events and practises in the wider world. For example, they learned how Easter is celebrated across the world and created a European Easter tree. They use a map of the world to find places they and their relatives have visited and share their experience and observations of life in the wider world. Visitors from the local community such as the police, a farmer and parents help children learn about the world in which they live. Children are taken on visits within the local area to the church, shops, parks and the library. In this way children learn about the world around them and their place in it.

Children are confident to ask for help and support with their work. They handle books well, choosing a story to read alone or share with others. They listen attentively, comment upon what is happening and predict what comes next. Children naturally and confidently share their experiences and knowledge and beam with pride when their achievements are acknowledged. For example, they eagerly show their colourful learning records to parents and visitors. Staff demonstrate positive role models and intervene promptly and sensitively if required. They promote acceptable behaviour with praise and encouragement which leads to a happy, harmonious learning environment.

Children's health and welfare are effectively promoted because the staff lead by example to ensure children learn through daily routines and activities. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. Staff talk about healthy eating and provide practical activities to promote their awareness. Snack time routines are captured as learning opportunities as children help to prepare and serve the healthy snacks offered each day.

Staff work in close partnership with parents and others to support children with special educational needs and/or disabilities to benefit from attending the setting. Robust systems are in place to observe, check and record children's progress and parents' contributions are actively sought to inform planning for their children's next steps. The well-compiled detailed learning journeys efficiently track children's progress. This setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. This means children develop positive and enthusiastic attitudes towards learning and make good progress according to their starting points and capabilities.

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
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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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