

Billericay Catholic Preschool

Inspection report for early years provision

Unique reference number 203437
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Inspector Jenny Howell

Setting address Canon Roche Centre, Laindon Road, Billericay, Essex, CM12 9LL
Telephone number 07980 411925
Email billericaycatholicpreschool@gmail.com
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

Billericay Catholic Preschool has been open since 1968 and is run by a committee. The group operates from the main hall in the Canon Roche Centre in Billericay. It is open every weekday during term time. Opening times are from 9.30am until 12 noon Monday to Friday and from 12.30pm until 3pm on Monday. A lunch club is also available on Monday from 12 noon until 12.30pm.

The pre-school is registered on the Early Years Register to provide care for 26 children at any one time. There are currently 57 children on roll. The setting supports a small number of children who have special educational needs and/or disabilities.

The pre-school employs 10 staff, seven of whom, including the manager, hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is effective in ensuring the needs of all children in the Early Years Foundation Stage are met. Children make good progress in their learning and development through a wide range of activities. Staff work very well together to ensure that children are safeguarded and have their individual welfare needs met. Good relationships are developed with parents and other early years professionals in order to ensure all children receive appropriate individual support.

What steps need to be taken to improve provision further?

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

- establish and maintain a regular two-way flow of information between providers when children also attend other settings to promote continuity and progression for children.
- increase opportunities for children to be outside on a daily basis all year round.

The effectiveness of leadership and management of the early years provision

All the required policies are in place in order to support the smooth running of the pre-school and these are followed efficiently by staff. Good procedures are in place in order to safeguard children, such as appropriate staff recruitment and vetting procedures, which include checks through the Criminal Records Bureau. Detailed risk assessments of all areas used by children are carried out, including the outdoor area. Staff also ensure that routines, such as leaving the hall to take

children to the toilet, are developed with safety and security in mind.

Most staff hold recognised early years qualifications or are working towards them. All staff are supported in attending additional training and are encouraged to cascade information back to other staff. This helps to ensure that children are cared for by staff with a very good understanding of how children learn and develop. A high number of staff are present at each session. This ensures that when a staff member leaves the hall to prepare snack or take children to the toilet, sufficient staff remain with children.

Very good use is made of the space available in order to provide children with a wide range of learning opportunities. The large hall is divided into smaller sections to create a welcoming environment. Children have space to exercise and move freely, as well as areas to sit quietly and enjoy sharing a story. All resources are of a good quality and are well maintained by staff.

Staff have worked together to complete the pre-school's self-evaluation form. This has allowed them to reflect on what they do well and to identify areas for development. Good progress has been made since the last inspection. Improvements have been made to the storage of resources in order to allow children to access them more independently. More images of difference and diversity are available to children and parents receive more regular feedback about children's progress.

Very good links are developed with parents. They are free to stay for as long as they wish to settle their child at the start of each session. Staff also make themselves available at the beginning and end of each session to talk to parents and answer any questions. Regular written reports keep parents up-to-date with the progress their children are making and progress records are available to view or take home at any time. Systems to allow a regular exchange of information between providers when children also attend other settings are not as well established. Good use is made of the expertise of other professionals, such as early years advisors. This helps to support the pre-school in providing appropriate care for individual children as well as raising the standards of care and education for all children.

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

Staff are very effective in supporting children's learning and development. They do this through good organisation of the learning environment in order to provide stimulating activities covering all areas of learning. However, full use is not yet made of the outdoor area in order to provide children with daily, extended opportunities to learn through the outdoor environment. Staff make sensitive observations of what children can do. Good use is then made of this information to plan and provide activities which will help individual children make good progress towards the early learning goals. Staff are also highly motivated and show children that learning can be stimulating and fun. They regularly praise and encourage children, giving them the confidence to have a go and to ask questions.

Children enjoy learning and make good progress. Free access to a wide range of activities supports children in becoming active learners and encourages them to be imaginative in their play. All children enjoy participating in the activities available and are developing an understanding of sharing and taking turns. Children are also able to work collaboratively for an extended period of time, for example, to build a long train track. Children become good communicators and enjoy talking or singing in front of others. They have regular access to a computer for developing control skills and playing a range of educational games.

An understanding of numbers and counting is developed through the daily routine as children count how many children are present each day and work out how many cups are needed at snack time. Children develop a strong awareness of the world around them. They learn about a wide range of world festivals and about life in different countries. They are also supported in making sense of their own experiences as they act out real-life situations, such as visits to the vet or the doctor.

Children behave to staff expectations. They understand and follow the rules which are in place for their safety and can talk, for example, about the reasons for handling scissors safely. Children enjoy the company of staff and appear safe and secure in their surroundings. They receive comfort when they are hurt or upset and enjoy cuddling up to share a book together.

Children are becoming increasingly independent in managing their own hygiene routines. They are supported in cleaning their hands before snack time and alert staff when they need the toilet. Healthy snacks are provided daily and children enjoy projects, such as making vegetable soup. Fresh drinking water is available throughout each session. Children have access to physical play equipment, both indoors and outside. This allows them to exercise at any time and develop skills, such as throwing, catching, balancing and pedalling.

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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