

St Paul's Beckenham Pre-School

Inspection report for early years provision

Unique reference number	137360
Inspection date	28/06/2011
Inspector	Sandra Jeffrey

Setting address	St. Paul's Church Hall, Brackley Road, BECKENHAM, Kent, BR3 1RB
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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. Pauls Pre-school is operated by a management committee of church representatives and pre-school parents. It registered in 1980 and operates from church halls in a residential area of Beckenham in the outskirts of Bromley. Children also have access to an enclosed outdoor play area. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open four days a week between 9.15am and 12.15pm, term time only. A lunch club and afternoon session are available on Fridays between 12.15pm and 3.45pm. The pre-school is closed on Thursdays. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 38 children aged from two to under five years on roll. The pre-school supports children for whom English is an additional language and children with special educational needs and/or disabilities. The setting is in receipt of funding for the provision of free early education to children aged three and four and receives support from the local authority through an early years advisor. Six members of staff are employed at the setting. Of these three hold appropriate early years qualifications and three are working towards appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making generally steady progress in their learning and development. They enjoy a variety of activities and learning opportunities, although the planning of some activities does not consistently take into account children's individual learning needs. Children's welfare is supported well in the main and children are happy and settled in their environment. The routine is familiar to the children but organisation of snack-time is poor and does not fully ensure that children are suitably nourished. Children with special educational needs and those for whom English is an additional language are welcomed into the setting; partnership working with parents and outside agencies help to ensure continuity of care but staff support for children learning English is not always sufficient to promote their enjoyment and all-round learning. Generally effective health and safety measures are in place ensuring that children are safe and secure in the setting. The manager has recently taken over the setting and is dedicated to continual improvement; as such, new systems have been implemented in order to address strengths and weaknesses and improve the outcomes for the children attending.

What steps need to be taken to improve provision further?

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

- develop further systems to support children's continuing development, with

particular regard to younger children and/or children with English as an additional language

- improve staff knowledge and confidence of implementing the Early Years Foundation Stage framework, in order to meet all children's individual needs and facilitate a stimulating and challenging environment for the children
- consider additional ways to value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning; whilst also providing a range of opportunities for children to develop their use of English
- improve arrangements in relation to the provision of snack time, to ensure consistency in supporting the children's developing understanding of the importance of making healthy choices in relation to food and to ensure they are suitably nourished.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Appropriate recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified. Staff demonstrate a sound understanding of their responsibilities in relation to child protection and are aware of the procedures to follow if they have concerns about a child. Several staff have attended recent safeguarding training and an action plan is in place to ensure the remaining staff attend training in the near future. Suitable staff deployment ensures that children are closely supervised at all times; in addition, adults who are not fully vetted are not permitted to have unsupervised access to children.

The pre-school is managed well in the main and is staffed by a caring and motivated team which is reflected in all aspects of the service. There have been recent changes to the staffing team; and whilst new staff members are enthusiastic and very caring towards the children, they nevertheless have some weaknesses in their knowledge and understanding of the Early Years Foundation Stage framework. As such, there is inconsistency in the settings ability to provide appropriate stimulation and challenge; in order to meet all of the children's needs all of the time.

Several improvements have been implemented since the last inspection. These have resulted in positive developments in the delivery of the curriculum planning as a whole. Children's safety is now assured when they are playing in the garden, as a result of effective re-organisation of the outside toys. Improvements have also been made in relation to how staff observe and record children's achievements and development.

Partnerships with parents are sound and contribute to children's positive experience at the setting. Parents are very warmly welcomed into the setting and all parents spoken to during the inspection process stated that they are very happy with the new management and the improvements that have been made to the setting since its takeover. Some parents expressed a desire for their children to have more opportunities to develop their early reading skills. This suggestion was

welcomed by the manager, who is looking into additional ways to support children's, language and literacy development and as such is in the process of setting up a book lending scheme. This is a positive step towards enhancing children's early communication and language skills.

Staff's ability to provide children with opportunities to develop and use their home language in their play and learning is not fully effective. Opportunities to support children with English as an additional language are not consistently developed or sufficiently established. For example, support and explanations offered to such children, are not fully thought out or delivered effectively. Resulting in these children, not fully understanding or therefore benefiting from adult intervention at times. The setting adequately promotes equality and diversity in relation to developing children's understanding of different cultures and provides a range of toys and resources that promote positive images of people with varying abilities. The setting has developed close links with other early year's settings and professional agencies involved in the care of the children; in order to support these children's achievements and well-being.

The manager and staff team reflect on their practice to bring about continuous improvement and are dedicated to improving the standard of care and learning they provide.

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

Children settle well upon arrival and are happy and generally confident in the setting. They move freely and safely around the setting as staff are vigilant in ensuring safety precautions are all in place and conduct effective risk assessments. Children learn to keep themselves safe as they are gently reminded not to run inside and are shown how to use equipment, such as scooters in the garden, safely.

Children are developing an awareness of personal hygiene practices as they wash their hands before eating and after using the toilet for example. Children enjoy daily opportunities to engage in physical activities both inside and out. Their health is further promoted as they enjoy healthy snacks including a selection of fresh fruit. However, a lack of foresight in the effective planning of the snack time routine, leads to inconsistent support being offered to the children in relation to their development and understanding of the importance of making healthy choices. Staff do not always engage effectively with the children or instigate discussions and encouragement to try the fruit, for example. This results in weaknesses in children's understanding of healthy eating. The garden is currently being developed and aids children's enjoyment when learning about the world around them. They plant flowers and help care for the small pond, each taking turns to water and tend their plants and explore the tadpoles as they grow.

Children are generally keen to learn and explore in the well equipped setting, as they play and interact with their peers. They are very sociable and make friends

easily and generally communicate well with each other and staff. The staff ensure the learning environment is presented in an accessible way that allows children to explore the activities freely.

Children are treated with respect and valued as individuals. Staff are positive role models for the children and encourage them to be sociable and kind to each other. Children are gently reminded to share and to take turns and are given age appropriate support during disputes over new toys, for example. This helps children to feel safe and secure and encourages older children to be confident in trying to resolve their own disputes.

Children follow a simple routine throughout each session, with a balance of adult and child initiated activities to support their learning. Activities reflect the six areas of learning and children are interested in these and making steady progress in the main. However, younger children and those with English as an additional language, are not always fully engaged in the activities and staff, on occasion, are not always effective in supporting or redirecting these children. The observation and assessment systems have recently been overhauled and are satisfactory in quality and effectiveness. Parents are encouraged to access their children's development records and are actively encouraged to be involved in their children's learning, by extending activities and experiences from the pre-school at home. This helps to consolidate the children's learning and development.

Most children have regular opportunities to communicate and to practise new sounds and words. They talk about and practise letter sounds and some children are beginning to form recognisable letters, when they write their names for example.

Many children have sound recognition of numbers below 10 and are beginning to understand the concept of simple addition and subtraction through practical activities and songs, for example they can tell what is 'one more or one less'. Children's understanding of shapes and colour is developing well as they practise identifying these on a regular basis.

Children develop skills in using everyday information and communication technology as they complete simple programs on the computer and enjoy battery operated toys such as the washing machine and toaster in the role play area.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

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

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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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