

# St Peters Pre School CIC

Inspection report for early years provision

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**Unique reference number**

EY413644

**Inspection date**

29/06/2011

**Inspector**

Elaine Poulton

**Setting address**

St Peters Church Hall, St. Peters Church, Old Church Road,  
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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.

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. Peters Pre School Community Interest Company is privately owned. It was registered in 2010. The setting has use of the main meeting hall and garden room, and on special occasions has use of St. Peters Church, Harborne, Birmingham. There is a fully enclosed play area available for outdoor play. Access to the building is via a driveway and double doors into the main reception area.

A maximum of 32 children in the early years age group may attend the setting at any one time. Currently there are 24 children on roll and of these, 14 are funded. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The provision is open from Tuesday to Friday 8.15am until 12 noon during term time only. The setting has systems in place to support children with special educational needs and/or disabilities.

The setting employs five members of staff to work with the children. Of these, three hold an appropriate level 3 early years qualification. One member of staff has a post graduate certificate in education. The setting is supported by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because they enjoy their time in the pre-school group and staff recognise their interests and individuality. The staff team has a good knowledge of the Early Years Foundation Stage but planning does not always link fully to the early learning goals. Staff have good relationships with parents to secure knowledge of children's individual and routine needs. Policies, procedures and permissions are clear to support good practice and are shared with parents. Systems to monitor and evaluate the service are sound, which provides a secure basis for continual improvement and better outcomes for children.

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

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

- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress

covering all six areas of learning.

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

Children are effectively safeguarded because the staff team has a secure understanding of their role in safeguarding children. They know the procedures they must follow if they were to have a child protection concern or if there were an allegation made against a member of staff. They know of their responsibility to ensure that all people working directly with children or having contact with them are suitably vetted. Children feel safe inside the setting because staff are vigilant with visitors and with security in and around the premises. Safety is routinely reinforced and children are learning to keep themselves safe as they learn 'not to race around in case they bump into others' and they take part in regular emergency evacuation drills. Documentation is well maintained and helps to ensure the safe and efficient management of the setting. For example, there are a range of policies, procedures and permissions which are shared with parents. There is a written risk assessment in place and daily safety checks are undertaken. This means that children's health, safety and general welfare are promoted effectively within the pre-school group.

Staff seek to offer equality of opportunity to all children and to promote an inclusive environment. There is a positive attitude towards diversity to ensure that all children and their families feel welcome, safe and valued. Systems are effective to support children with special educational needs and/or disabilities. Children benefit from a committed staff team who strive to make the environment welcoming to all. Each morning they select a range of toys, games and equipment and organise the play space, and each lunchtime they clear away and store all of the resources. This is owing to the pre-school being situated in a building which is a community resource and used by other groups. The main hall is spacious, which allows children good opportunities to move around freely indoors. Children have regular access to the outdoor 'country cottage garden' where they can explore and investigate and involve themselves in active play. There are sufficient resources, planned activities and books to promote children's understanding of people who are alike and different. However, there is less in the learning environment by way of posters, pictures, photographs or words in different languages that help children to become more aware of diversity.

Staff demonstrate a commitment to working in partnership with parents and provide ample opportunities for parents to become involved in the life of the pre-school and management committee. Photographs are used purposefully in individual learning profiles to document children's development. Parents have access to their own child's profile and range of policies and procedures, a parents display board and welcome pack. Informal discussions take place regularly with the child's key person. Parents speak highly of the pre-school's approach to sharing their children's experiences. They say the friendly atmosphere and approachability of staff are key factors in encouraging them to bring their children to the setting. Pre-school staff dedicate time to getting to know children and their families, helping to ensure that children settle quickly and feel secure. The setting is

fostering good links and partnerships with other professionals and those involved in the assessment process to ensure continuity in children's care and learning during the transition from pre-school to nursery education.

The self-evaluation system is not yet fully effective to identify all areas for future improvement. However, all staff contribute their ideas to improve the service. For example, management are keen to ensure the key person system is developed further in the pre-school group. Regular communication between the staff team and committee means that the desire to 'make a difference' and good practice issues are encouraged and shared. Staff have attended training on safeguarding and the Early Years Foundation Stage to benefit the children's care and education. Staff welcome support from the local authority to help target specific areas for continual improvement and the group has signed up to the Quality Matters Assurance Scheme. This shows a positive attitude to evaluating the service.

The three actions from the last inspection have been addressed to ensure the setting meets all the legal requirements for registration. This means an effective complaints procedure is in place and a clear safeguarding children policy is shared with parents and carers. The setting has implemented a key person system to benefit children's welfare, care and development. Also an effective educational framework has been introduced to support children's progress towards the early learning goals. This demonstrates a strong commitment to continual improvement.

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

Most staff have a secure understanding of the Early Years Foundation Stage learning and development requirements. They have a good awareness of the activities children like and what they are interested in. They plan a stimulating variety of activities and this helps most children to make good progress towards the early learning goals. However, assessments are not consistent and as a result, children are not always effectively challenged to reach their next steps in all six areas of learning. For example, not all children are encouraged to extend their personal independence skills during routine activities, such as snack time.

All children sit together at circle time and are encouraged to listen and become actively involved in their learning. Their confidence is growing as they sing their favourite songs through a small microphone in front of the other children. They use some 'makaton' signing when taking part in action rhymes. Children's communication skills are further promoted as staff share story books with them, talk to them during activities and encourage them to take part in lively action games. For example, they have fun taking part in playing parachute games and are learning about concepts, such as 'under' and 'over'. Children practice mark making skills by making wavy lines and circles in dry sand. They recognise their name cards and are introduced to letters and the initial letter sound of their first name during registration time. This means children's emergent writing skills are developing well and they are also learning that written words carry meaning.

Numbers and counting games are regularly reinforced in daily and routine

activities. Staff encourage children to find, sort and name different colours and shapes. They explore a broad range of battery-operated resources and interactive toys. They are encouraged to develop skills for their future well-being as they learn to solve problems. For example, older children work together well and concentrate for long periods of time building tall towers with building blocks and constructing models. All children are included in age-appropriate messy play. For example, they have access to and enjoy sticking and gluing, sand and water play, chalking and mark making activities. They have ample opportunities to learn about themselves and others through activities which reflect the natural and wider world around them. For example, they celebrate different events and festivals introduced through craft activities and discussions.

Children are praised for their achievements. Acceptable behaviour is reinforced through basic 'rules' which encourage younger children to share and older children to play cooperatively. This helps children to learn to consider the needs of others.

Children are learning about the importance of good personal hygiene when visiting the bathroom. They are supervised in the toilet and are encouraged to cleanse their hands after messy play and before snack time. Children have good access to all resources indoors and outdoors. They particularly enjoy energetic play, such as riding on the tricycles, and they are learning to move and safely manoeuvre their bodies around equipment. The setting provides a good range of healthy snacks and drinks. This helps children to learn about leading a healthy and active lifestyle.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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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