

St Georges Pre-School

Inspection report for early years provision

Unique reference number EY370988
Inspection date 20/11/2009
Inspector Fiona Robinson

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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 George's Pre-School was registered under its current ownership in 2008 and is privately owned. It operates from a mobile classroom within the grounds of St George's Catholic School in Warminster. Children have access to an enclosed outdoor play area and use some of the adjacent school facilities. There is disability access to the building. The pre-school is open each week day from 9.15am to 3.15pm during term time. The pre-school is registered to care for a maximum of 22 children in the early years age group and of these eight may be under two years old. There are currently 25 children on roll, 19 of whom are in receipt of nursery funding. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is registered on the Early Years Register. Four staff work with the children. All have relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The overall effectiveness is outstanding, because the pre-school offers an exciting and stimulating environment where children are very keen to learn. An excellent range of well planned and supported activities ensure children's individual needs are fully met. Partnerships with parents and the host school are excellent and information is shared very well. The manager provides an outstanding lead in promoting very effective teamwork and children are treated with warmth and respect in a safe and inclusive setting. There is an excellent commitment to continuous improvement and the manager and staff have a very clear idea of their strengths and areas for development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the outdoor environment, including resources.

The effectiveness of leadership and management of the early years provision

Children's safety is of high quality, because staff have a very clear understanding of their responsibility to keeping children safe. Risk assessments are conducted regularly to minimise risks, and there are robust systems in place for staff recruitment and the collection of children. Staff have an excellent knowledge of safeguarding procedures and work hard to keep children safe. Children stay very safe, because staff are vigilant and security is excellent. Children are well supervised indoors and outdoors.

Partnerships with parents are excellent, because staff are open and friendly and keep them well informed of their children's achievements. There is an excellent induction process in place and children soon settle into pre-school life. Information is shared with parents through comprehensive newsletters, the notice board, website and informal discussions. Parents say that staff are very friendly and approachable and their children enjoy the warm, welcoming atmosphere of the pre-school. The children's 'learning journeys' give a very clear idea of their achievement over time and this information is shared very effectively with parents, carers and the host school. There is a strong sense of community spirit and parents are very keen to attend 'Stay and Play' sessions. Links with the host school are excellent and the setting benefits from the use of the outdoor environment.

The pre-school is very well led and managed. Excellent self-evaluation systems ensure that improvements have a real impact on the children's experiences. Continuous professional development is valued and regular appraisal of staff is carried out. Excellent capacity to improve in the future is demonstrated through strong teamwork and extra care and sensitivity is shown towards children with special educational needs and/or disabilities, and children who speak English as an additional language. The manager and staff have high expectations and regularly monitor activities. They actively promote equality and diversity and ensure children are fully integrated and play well together. Resources are used effectively to meet the needs of the children. The manager and staff are aware of the strengths and areas for development in the setting. Children make very good use of the outdoor area of learning for free play activities, however, there is a need to further develop the organisation, resources and layout of this area.

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

Children settle very well and enjoy learning through a wide range of play and practical activities. Staff meet regularly to plan activities and share observations, which are entered into the children's individual 'learning journeys'. A very effective key person system ensures that children experience continuity of care and carefully planned experiences. They are keen to take part in the wide range of activities offered to them and achieve very well across all areas of learning.

The children show an interest in making their own play dough Christmas decorations and clay hedgehogs. They enjoy creating three-dimensional structures out of boxes and mixing scrambled eggs for their snack. They listen well to stories such as the 'Three Little Pigs' and enjoy building a den in the outdoor play area. They tunefully sing and some can count up to 20 and beyond. There is a very good balance of adult-supported activity and those chosen by the children themselves. Children recognise their names through the self-registration system and most know how to write them. Opportunities to use the computer are welcomed and they are keen to use technology in their activities. Children enjoy mixing colours and printing patterns of leaves. Their skills are developed very well through topics such as 'People Who Help Us' and 'Winter'. Festivals such as Diwali, Christmas and the Chinese New Year further enrich children's experiences of different faiths and cultures.

Children enjoy playing outdoors and use a selection of wheeled toys and bicycles to extend their physical skills. They love mealtimes together and help to prepare healthy snacks such as fruit kebabs and soup. They learn to use equipment safely as they add healthy toppings to their toast and crumpets. Overall, they develop an excellent knowledge of how to keep themselves safe and healthy. They respond very well to the excellent care and support given by staff. They make excellent progress in the physical area of learning and share resources very sensibly. They are building excellent relationships with one another and are able to share and take turns. They contribute to the rules for positive behaviour and share caring thoughts on their 'Kindness' tree. They behave very well, because staff are excellent role models. Children fully develop their independence in this setting and are sufficiently prepared for the next stage in their learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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