

St George's Pre-School

Inspection report for early years provision

Unique reference number 135387
Inspection date 08/03/2011
Inspector Jennifer Liverpool

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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 has been registered since 1999. The group is accommodated in the church hall adjacent to St George's Church. A small section of the outdoor area at the side of the building is partitioned off and used for outdoor activities. The pre-school opens each week during school term times. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm.

The pre-school is registered to care for a maximum of 26 children at any one time. There are currently 71 children from two to four years on roll. Of these, 43 receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with special educational needs and also children who speak English as an additional language. The pre-school is registered on the Early Years Register.

Seven staff work with the children. All the staff have early years qualifications to at least National Vocational Qualification at level 3. The manager of the setting has an Early Years degree. The pre-school receives support from a teacher/mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The implementation of comprehensive safeguarding policies and procedures promotes children's welfare; however, there has been a breach of a welfare requirement though this has not significantly impacted on children's health. The setting works effectively with parents, providers and other agencies to ensure children's individual needs are met well. Equality and diversity is actively promoted ensuring that the learning environment and resources are available to all children. Successful observations, planning and a stimulating range of activities help children make good progress in their learning and development. The setting has an encouraging vision for continuous improvement for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking urgent medical advice or treatment (Safeguarding and promoting children's welfare) 15/03/2011

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

- increase the range of dual language books to reflect the languages spoken by the children and the community to positively reflect the children's linguistic identity and experiences
- improve the record of the fire drill to include the specific time of when the drill was conducted.

The effectiveness of leadership and management of the early years provision

Efficient child protection and safeguarding procedures promotes children's welfare within the setting. The nursery has addressed the recommendation raised at the last inspection. Staff have attended child protection training and policies have been updated. Consequently, all staff fully understands the procedures to follow if they have concerns about a child in their care. This recommendation has been addressed since the last inspection. Regular risk assessments indoors enable staff's vigilance, reduces potential hazards and ensures children can play safely. Additionally, staff regularly review the accident record to help recognise any patterns of incidents in order that steps can be taken to reduce accidents. While staff keep a record of the dates that children are taken out on trips and demonstrate how to promote children safety outdoors, they do not include this information in the record of the risk assessment.

There are good systems in place to ensure children only leave the setting with known and approved adults as staff supervise and monitor children's arrival and departure at the main door each day. Good recruitment procedures are in place, which means that children benefit from being cared for by suitable and experienced staff. The deployment of resources is good as often staffing ratios are above the minimum level, which means that children are well supervised at all times. Also, the range of equipment is varied and adaptable for the different needs of the children that attend the setting. All staff hold valid first aid qualifications and a fully stocked first aid box means that children can receive appropriate care in the event of sustaining minor injuries. There are systems in place to obtain parents' written consent for the administration of first aid, though written permission for seeking urgent medical treatment or advice has not been requested. This is a breach of the welfare requirement. Most relevant documents for the safety and welfare of the children are in place and maintained although the fire drill record does not include the specific times that the drills are carried out. Since the last inspection, all documentation is now well organised and readily accessible.

Staff have established good working relationships with parents. Key persons work closely with parents to obtain and gather information about children's interests, abilities and preferences when they start at the setting. This enables staff to know and meet the needs of the children from the outset. A range of strategies are used to inform parents about their child and the provision, thus enhancing children's learning and development. These include regular newsletters, information board, observation assessments and informal exchange of information. Staff work closely with outside agencies to fully support children with additional needs. They have established good links with local schools to promote children's smooth transition to schools and are also beginning to exchange plans and progress notes with the

children's childminders to promote continuity of care. Consequently, the practice for equality and diversity is good. Regular monitoring and evaluation of the provision enables the manager and staff to identify and address areas to improve and the recommendations raised at the last inspection. The setting is committed to the continuous improvement of the outcomes for children and have put in place plans to expand the outdoor area for play opportunities.

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

Children are happy, settled and secure within the setting because of the effective key person system and caring staff. Independent access to resources enables children to choose activities ensuring that they are motivated and interested to learn. Staff have a good knowledge of individual children through effective observational assessments that enable them to plan for each child. Planning indicates how staff target individuals and groups of children to support children who are less confident and challenge the more able. Staff offer good support for children with special educational needs and those learning English as an additional language. As a result of this, all children make good progress towards the early learning goals.

Children enjoy and learn from a broad range of activities. Daily circle time sessions help to promote children's communication and language skills. They learn to speak confidently during group sessions talking about their interests and past and present events. Children listen attentively to each other and acquire new vocabulary from current themes discussed during circle time. Children have access to a good selection of books that includes factual references; however, there are few dual language books. Older children can recognise their names and younger children receive support from staff and parents as they select their names cards for self-registration and at other times. Photographic displays indicate that children are taken out to the local area to recognise different sounds from outdoors, thus developing children's listening skills.

Number nursery rhymes, such as, 'Five currant buns' introduces children to simple addition and subtraction. Older children independently work out which storage boxes are too heavy and how many children are needed to help carry the boxes. This demonstrates that they are beginning to solve mathematical problems. Children learn about their own cultures and beliefs, and those of other people through planned activities, visits from parents to talk about Chinese New Year and resources that reflect positive images of diversity. Children's creative and imaginative development is encouraged through activities such as arts and crafts, painting, role play and dough modelling.

Good daily routine and explanation help children understand that washing hands after visiting toilets and before eating reduce the risk of passing on germs. Children are provided with healthy snacks each day, which helps them to develop healthy eating habits. Fresh drinking water is available throughout the sessions and children help themselves to water when they need to. Children enjoy daily

physical exercise indoors and outdoors. A small section of outdoor space is regularly set up for children to experience table top activities and games outdoors, and enjoy fresh air. Mobile equipment and other physical play equipment are set up indoors where there is ample space for children to develop their balance and coordination.

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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