

St Bedes Pre-School

Inspection report for early years provision

Unique reference number 303482
Inspection date 07/06/2011
Inspector A. Drinkwater

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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 Bede's Pre-School is a registered charity and was registered in 1989. It operates in the main hall of St Bede's Guildhall in Widnes. The pre-school serves the local area.

A maximum of 20 children may attend the pre-school at any one time. There are currently 40 children attending on a part-time basis who are within the Early Years Foundation Stage. All of the children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school has systems in place to support children with special educational needs and/or disabilities, and who speak English as an additional language.

The pre-school opens five mornings from 8.45am to 11.45am, and three afternoons, Monday, Wednesday and Thursday from 12.30pm to 3pm term time only. Children are able to attend for a variety of sessions.

The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications and receives support from Halton early year development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Systems are in place to ensure the needs of all children are met effectively and promote equality and effective partnership working with most other professionals and parents. The well established staff team works together and with parents to create a warm, welcoming and inclusive environment, which children enjoy attending and parents greatly appreciate. The management has an awareness of the pre-school's strengths and weaker areas and is beginning to work on self evaluation for future reference. Most of the required documentation is in place.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. Ensure that the record is available for inspection.
(Documentation)

11/07/2011

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

- improve the partnership working with other providers of Early Years Foundation Stage to ensure consistency in children's development
- ensure that staff, parents and children are involved in the self-evaluation systems
- ensure parents are given free access to their child's portfolios

The effectiveness of leadership and management of the early years provision

Safeguarding systems are updated to reflect new initiatives and are shared appropriately with staff who have received related training. Staff are confident about implementing the policies and procedures that are in place to protect children from harm. Vetting systems ensure that all permanent staff are suitably checked.

All members of staff show a strong commitment to keeping themselves up-to-date with current requirements and they meet regularly to review their practice and make adaptations to their provision. For example, staff now ensure that good quality resources are readily available to the children to choose their own activity and recent renovations to the outdoor area have provided the children with the opportunity to extend their play to the outdoors.

The setting has successfully tackled all the recommendations from the previous inspection and staff welcome the regular support from the local authority to help them improve their understanding of the Early Years Foundation Stage. The management systematically reviews all policies and procedures, and staff put them into consistent practice. The staff are vigilant and carry out daily checks to ensure the premises are safe, however the required risk assessment records do not meet with regulatory requirements to ensure the safety of children at all times. Staff have systems in place to implement the learning and development requirements of the Early Years Foundation Stage successfully but do not have systems in place to liaise with the other settings that children attend or to ensure the children's learning records are available to parents at all times. This means that opportunities are missed to adapt the provision precisely according to each child's unique skills and needs.

Staff share good working relationships with parents, who are greeted warmly on arrival. The pre-school information boards ensure parents are informed of new developments, events and activities. Parents and carers are highly appreciative of the pre-school and readily credit their children's joy in learning to the welcoming atmosphere and the dedication of the staff who swiftly inform them of any concerns. Good quality reports throughout the year keep parents informed of their children's progress and they value the very well established staff team. They comment that the staff teach their children to value and respect others, that they are well mannered and gain a brilliant sense of security. It is a very inclusive setting.

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

All children enjoy their time at the pre-school; staff interact well and develop very positive relationships with each child. Children are happy, confident and very independent individuals who are supported well by staff. A balance of adult-led and child-initiated play opportunities and activities are provided. Staff are on hand to develop and encourage the children in their chosen tasks and written and photographic observations are made as the children play. These are added to progress books which are then shared with parents on occasions.

Children are eager to try the varied opportunities to join in play with their friends and show a positive desire to learn. Children demonstrate friendly confident relationships with staff and visitors; they can access a variety of resources easily from low-level storage units and containers. Children, through planned activities gain an awareness of the world around them and have produced lovely creations of festivals such as St Patrick's Day, Diwali and Chinese New Year. Children begin to recognise their names as they find their name cards each day. They help set up the tables at snack time, reinforcing number counting as they distribute the chairs and plates required. Weekly physical education sessions help them to become more independent as they change in to their gym clothes; activities and posters remind them that eating healthily is good for you. The newly created outdoor area worked on by staff and parents enables the children to grow and nurture plants. Marker boards are available to create their masterpieces and the constant reassurance and praise from the staff helps the children to develop a high level of self-esteem. Consequently, behaviour is good.

A clear key-working system, along with well qualified staff ensures children are well supported. Staff display caring relationships with children who feel sufficiently safe and assured to express their needs and desires. Children know what is expected of them and develop a sense of responsibility through consistent routines, for example, at tidy-up time. Children are supported very well by staff to develop good skills for the future. Children take part in regular fire drills and learn about safety through daily routines and topics. Hygiene procedures are appropriately followed by staff and children to help prevent the spread of infection. Children learn by example, follow routines and can refer to posters in the bathroom, which remind them to wash their hands. Nutritious and healthy snacks are on offer and fresh drinking water is available for children at all times.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation). 11/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation). 11/07/2011