

St Nicholas Church Pre-School

Inspection report for early years provision

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Inspector Phillippa Wallis

Setting address St Nicholas Church Hall, Uphill, Weston-Super-Mare, North Somerset, BS23 4UH

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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 Nicholas Church Pre-School opened in the early 1970s. It operates from the main hall of premises adjacent to the church in the village of Uphill, near Weston-super-Mare in Somerset. A maximum of 25 children may attend the playgroup at any one time, aged from three to under five years. The playgroup is open each weekday from 9am to 12noon, during school term time. Children have access to a fully enclosed outside play area. There are currently 24 children in the early years age range on roll. All these children receive funding for free early education. Children come from the local area and most go on to attend the village primary school. The pre-school supports children who learn English as an additional language. The pre-school employs six members of staff to work with the children; all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming, inclusive environment overall. They implement a wide range of activities and an effective key person system to organise children's learning and development effectively. Positive partnerships with parents are effective in helping children's progress. Good links with other providers and professionals, enhance the quality of children's care. Staff demonstrate a positive attitude and commitment to continuous improvement, with positive steps taken to improve the pre-school. This means the staff are well-placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the outside play area further and consider how it can be made available for more regular use, such as in various weather conditions.

The effectiveness of leadership and management of the early years provision

Appropriate recruitment and induction arrangements are in place to ensure staff are suitable to work within an early years setting. Documentation, records, policies and procedures are well developed and the implementation of them by staff promotes and safeguards children's welfare and development effectively. Children's welfare is safeguarded as all staff have a sound understanding and knowledge of protection issues and reporting procedures if needed. Daily and termly checklists ensure the environment and equipment remain safe and suitable for all children. All staff work well together effectively, planning and offering a wide range of

activities and resources, which engage and sustain children's interests well. The staff team creates a welcoming environment that offers activities which interest children, both indoors and outside. This environment enables children to make many choices regarding activities. Children settle readily and develop knowledge very quickly of expectations in behaviour, appearing confident and settled. Staff sustain good quality interactions and put sensible routines in place, delivered in a calm, confident and friendly manner to enable child led play. Clear plans are on display to inform parents of the daily routine and provide information about key themes over the next term. The plans also detail the themes for the days and weeks of the term ahead. The areas of learning are clearly identified, together with the curriculum areas. These also demonstrate links to local community events.

There are good relationships with the pre-school's committee with an evident commitment to continue improvements. The chairperson has recently moved from the area and the committee members are meeting to appoint a new one. There is a positive partnership with parents who are welcomed to the pre-school on a rota basis to assist with activities, so they see at firsthand what their children do. Useful information is made available to demonstrate to parents how the pre-school supports their children's welfare and aspects of their learning. This is through access to a particular person assigned to look after individual children, which works well. Parents discuss their children's achievements when they first start and on a regular basis.

There are effective, ongoing partnerships with other professionals including the local school, the local authority Early Years Team, Weston College, a local cluster group and other professionals. These partnerships support staff to work in a collaborative way, to meet all individual children's needs well. All six staff hold appropriate level three qualifications and form a skilled, motivated team. They work together in a reflective manner well, providing effective care and well-targeted development opportunities to continue to implement improvements.

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

Children are effectively supported to choose activities during free play and choose from plenty of play opportunities. The 'key person' system is used effectively to support children and their families with children's progress. The rooms are well used and organised to enable the children to take part in different activities. A number of interesting activities are set up in preparation for children to enable them to quickly settle. There is good management of children as they enter the pre-school, to help them feel secure, and good interactions with parents confirming arrival.

The children's individual development is monitored closely by observations. These feed into planning which is linked to the particular starting points of children's learning patterns. This happens through the careful attention given to children when they begin in the nursery. Because of this routine, children establish trusting relationships with staff, which aids with their learning. Children's achievements are supported with evidence that staff record clearly in individual learning diaries. Staff have a good understanding of the Early Years Foundation Stage regulations and requirements; this underpins the good settling in systems, so children make a good

start.

Children know the routine of the day very well and are introduced to new opportunities to assist with their learning through play. Children develop good independence skills and confidence. For example, older children pour drinks at snack time and help carry these to a group's table. New children very quickly learn expectations in behaviour and appear confident and settled. Staff have good quality interactions and routines in place. These are delivered in a calm, confident and friendly manner to enable child centred play and help the children feel very secure and confident.

Children's behaviour is good and they play well together, learning routines of pre-school together with rules for harmonious play. The outside play area provides a safe environment for all children to play, although access is dependent on appropriate weather conditions, which limits free access. Children are guided well in choosing healthy snacks with fresh fruit available. The children make good use of the outdoor play area to ride wheeled toys, join in ball games and small climbing equipment. Children are helped to use the bathroom and wash their hands, learning the importance of removing germs before eating. Children are guided to develop good independent personal skills, such as taking turns to pour drinks and collect cups at snack time.

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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Annex B: the Childcare Register

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

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