

St Antonys Church

Inspection report for early years provision

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Inspector

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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 Antony's Pre-School has been operating for 21 years and re-registered in 2010. The pre-school is situated in a residential area of Sanderstead in the London Borough of Croydon. It is on the borders of Tandridge and close to Hamsey Green Primary School. The children who attend live mainly in the local area, although some come from further afield.

The pre-school is situated in a church hall where they have access through the wide main entrance doors. Inside there is a kitchen, two additional rooms, toilet facilities for children and staff and two outdoor play areas. They operate on Monday, Tuesday, Thursday and Friday from 9.15am to 12 noon and on Wednesday from 12.30pm to 3.00pm, during term times. There is a lunch club on Monday, Tuesday, Thursday and Friday from 12 noon to 1.00pm.

The preschool is registered on the Early Years Register and is registered to care for a maximum of 32 children from two to five years at any one time. There are 29 children on roll. Children aged three and four years receive free early education. The setting supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. There are six members of staff, of whom five hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A motivated staff team help children make good progress in their learning and development by providing a wide range of activities. Most of the required documentation is in place, although not all is easily accessible which is a breach of a legal requirement. Staff have a sound knowledge of the Early Years Foundation Stage and are improving systems for recording children's progress. The setting is committed to continuous improvement and self-evaluation underpins this, identifying clear areas for future developments. Staff work effectively with parents and outside agencies, sharing information in order to promote children's achievements and well-being.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted (Documentation).

26/09/2011

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

- develop further use of ongoing observational assessment to inform planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of their roles and responsibilities with regard to protecting children. Safeguarding policies and procedures reflect current legislation and are accessible to parents. There are good systems in place to recruit staff, with records maintained of vetting procedures and staff qualifications. Staff training and development is encouraged by the two new managers who actively contribute as part of the staff team. Risk assessments are in place and daily checks are carried out each day. Risk assessments are also completed prior to each outing, although previous copies were not accessible on the day of the inspection. All members of staff are vigilant in their care of the children and they support both children's play and ensure that risks are minimised. Recently reviewed policies and procedures are in place and these underpin staff's practice in order to protect children's welfare. Staff and resources are well organised to create a free-flow and spacious environment which fully encourages children's desire to learn and extend their abilities. Staff are keen to develop current methods for observing children's interests. They are in the process of reviewing systems to help children progress along their learning journey to enhance overall outcomes.

Managers positively drive forward planned changes and improved provision for children. Regular consultations with children, their parents and other agencies makes sure action plans meet children's needs. Targets are realistic and reflect equality and diversity. Therefore staff, parents and children are becoming actively involved in the systems for evaluating the quality of the practice. For example, a successful initiative to include the wider family was introduced as 'grand parents' day'. Reviews and feedback from all involved showed that this was a great success. Furthermore, the strong links with the local Sure Start centre and school mean that children's transition to school is smooth. As a result, the managers' enthusiastic drive to improve outcomes for children fully includes strong links with family members and the wider community.

Children are supported by identified key workers who recognise the uniqueness of each child. Children with special educational needs and/or disabilities have their individual needs met as key workers liaise positively with other professionals and parents. Children who speak English as an additional language are supported well with appropriate activities and aids to promote communication.

Parents are actively involved in their child's care and learning as they are free to exchange ideas and have discussions with staff as their child is collected. Parents speak highly of the setting and an informative newsletter keeps them up-to-date. The system for recording children's progress through observation and assessment is still in the process of development; consequently, evidence to support planning

for all of children's next steps is not always consistent.

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

Children look forward to their pre-school time and feel supported by caring, motivated staff. Children's individual play preferences are integrated into the planning and are supported by generous resources and equipment. Activities that suit the age range of children that attend are carefully managed so that children's learning is promoted well.

Children develop good skills for the future. They behave well and their confidence and independence grows as they self-select activities that appeal to them. An early awareness that print has meaning develops because children learn to recognise their printed names through self-registration and again at snack times. Children also benefit from a wide range of books of all sizes and topics. For example, learn how to contribute to group activities such as singing when they gather together at the end of the session. These sessions help younger children to develop their communication skills and extend their vocabulary, along with positive interaction with members of staff during creative activities. For example, children express their feelings as they share tasks of building sandcastles and talk about shells and seaweed on the beach. Children have fun feeling the dry light texture of oats. Younger children enjoy moving their hands through these whilst older children begin to explore how much they can fit into different sized containers and what happens when oats become wet. Staff constantly encourage and question children for their ideas, especially when playing with farmyard animals as they try to find a suitable home for the toy donkey.

Children's health needs are well met because these are discussed with parents at registration and taken into account with individual play plans if required. A written health and safety policy is shared with parents and this includes a policy for the administration of medication. Children learn good practices with regard to hygiene routines and personal care. Children enjoy their buffet snacks where healthy options of fruit and breadsticks are available. They also develop an awareness of their personal bodily needs, for example, helping themselves to water when they are thirsty.

Children become aware of safety in many ways. They are involved in practising the fire evacuation procedure regularly and they have fun learning through their play activities which also involve parents. For example, planning includes 'pre-school hazards week' which raises children's awareness of potential hazards in their home and when travelling in the car. As a result, children become aware of protecting themselves and others, helping them to become responsible members of the community.

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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