

St Paulinus Pre-School

Inspection report for early years provision

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Inspection date	12/09/2011
Inspector	Joanne Wade Barnett
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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 Paulinus Pre-School is a committee run group which first opened in 1973 and operates within a church hall in Edenbridge, Kent. It is registered on the Early Years Register. All children share equal access to an enclosed outdoor play area. The pre-school is open Monday, Wednesday and Friday from 9.15am to 1pm and Tuesday and Thursday from 9.15am to 12.15pm term time only.

A maximum of 24 children may attend the pre-school at any one time. There are currently eight children from two to five years on roll. Children come from the local rural community in Kent. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six staff members, all of whom hold an appropriate early years qualification. The pre-school provides funded nursery education for three and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make generally good progress in their learning and development because staff know them well and plan activities to support their individual needs and progress. Children benefit from the relaxed and welcoming environment where they have some choice in the activities they engage in and resources they use. They experience regular opportunities for outdoor play. The staff work well in partnership with parents and others involved in the children's care. The staff team demonstrates a strong commitment to maintaining continual improvement, using self-evaluation effectively to identify aspects for future improvements.

What steps need to be taken to improve provision further?

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

- ensure that the record of risk assessment clearly states when it was carried out and by whom (Documentation) 25/09/2011

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

- provide an enabling environment that allows all children to independently choose and extend activities

- increase children's opportunities to use a range of information and communication technology that includes computers, cameras, photocopiers, compact disc players and tape recorders

The effectiveness of leadership and management of the early years provision

Staff are fully aware of their responsibility to safeguard the welfare of the children in their care. The policies and procedures in place help to keep children safe. Training updates for safeguarding children have been completed and all staff are aware of child protection issues and how to refer any concerns. The supervisor ensures that staff are appropriately vetted, inducted and monitored to enable them to carry out their roles and responsibilities effectively. Daily checks throughout the provision help to maximise children's safety; however, risk assessments do not indicate the date they were completed, as required.

Equality and diversity is promoted well within the setting. Children are equally included in all experiences and their needs and interests are identified from the moment they join the setting. Children's understanding of differences among people in society is positively promoted, through posters and celebrating a range of festivals.

A good selection of activities are set out for children to choose from. However, as many resources are stored in two locked cupboards in the hall, they are not easily accessible to children and therefore they are unable to extend or change activities using their own ideas freely.

The staff team demonstrates an accurate awareness of the strengths and weaknesses in the provision. The group has recently started to use the Ofsted self-evaluation tool to further support their assessment of the provision. Plans for improvement are well-targeted and include arranging further training for staff and extending the already well established garden and other resources, to improve outcomes for children. There is a strong staff team who are supported by a committee and they work well together. Staff have participated in a variety of training opportunities. They use the knowledge and experience gained to bring about improvements.

Engagement with parents is good. Parents receive information when their children start, giving them an insight into the aims and objectives of the setting. Daily discussions enable parents and staff to share children's recent experiences. Parents value the service provided. They feel their children make good progress and describe staff as 'very friendly, approachable and caring'; they rate the standard of care their children receive as good. Partnership working promotes consistency of care for all children. The setting works enthusiastically alongside a range of professionals to enhance the learning and development of each child. They have close and ongoing links with outside agencies, local early years providers and schools to promote continuity of children's care and learning.

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

Children arrive happily and are eager to meet their friends. They find their name to self-register and hang their coats on named pegs, before finding an activity to play with. They freely move around the hall making decisions about activities, such as playing with the train track or making a stencil picture. Many children play co-operatively with their peers, showing good relationships. Children have an opportunity to play outside on a daily basis. Photographs show children enjoying many outdoor activities, such as sand and water play or using large climbing apparatus to develop their physical skills. Children develop their knowledge through art and craft activities. They are engrossed in finding out about colours, textures, shapes, space and form in two and three dimensions.

Children gain skills for the future. They are encouraged to use problem solving skills throughout their play and confidently support each other. Children show a good understanding of size as they use malleable materials to compare different shapes. Children naturally use mathematical language in their play, as they talk about the size of their feet compared with their friends. Children count how many plates are needed at snack time and use mathematical language, such as more or less. Children are able to develop their knowledge and understanding of the world through well-planned topics and activities. They visit their local park, exploring the trees and soil and going bug hunting. Children continue this fascination with the natural world; they have wonderful opportunities to play in a good sized garden, weaving in and around the shrubs and trees. Children plant herbs and flowers in large pots in the garden, which stimulates their learning about living things and what they need to grow.

Many children are beginning to form some recognisable letters and to link letters with sounds. This development is supported by a good range of books in the welcoming book area, with comfortable cushions. Children freely choose to look at books on their own or ask an adult to read to them, developing their language and literacy skills. They show a good understanding about how to handle books. Children enjoy playing 'the teacher' and reading a book to their friends. They ask good questions about the story, reflecting their understanding about communication skills. They have opportunities to use the small range of electronic toys that support their developing awareness of using information and communication technology.

Children learn about living a healthy lifestyle. They have daily opportunities to play outdoors in all weather and access to drinking water at all times. Hygiene routines are promoted. Children understand the importance of washing hands before eating and after using the toilet. They all use soap and paper towels to prevent cross infection. Staff continue these good hygiene procedures. They ensure all the tables are cleaned with antibacterial spray before children have snack and meal times. A sick child policy and health and safety policy are implemented effectively to promote children's well-being. Children are generally well behaved and play well together. Good staffing ratios provide effective support and good role modelling. Staff work in an upbeat manner. They offer plenty of praise and encouragement to

the children for their achievements. As a result, children's welfare and self-esteem are promoted effectively.

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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