

St Chad`s Pre-School

Inspection report for early years provision

Unique reference number	136076
Inspection date	09/09/2011
Inspector	Lorraine Sparey
Setting address	St. Chads Church Hall, 172 Rodway Road, Patchway, Bristol, Avon, BS34 5ED
Telephone number	07812895114
Email	
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 Chad's Pre-school opened in 1961. It operates from the church hall in Patchway, near Bristol. It has access to the church, local schools and the library. The children are split into two groups using the Wesley room for the younger children under three years.

The preschool is registered on the Early Years Register for 52 children aged from two to five years. There are currently 80 children on roll and the preschool receive funding for early education for two, three and four-year-olds. The preschool supports children with special educational needs and/or disabilities and also children who learn English as an additional language.

The preschool opens five days a week during term time only. On Monday, Wednesday, Thursday, and Friday the group opens from 9am until 3.30pm and operates a lunch club. On Tuesday the group is open from 9am until 12.45pm. Children can attend for a variety of sessions.

There is a team of 10 staff who work directly with children. The manager has a degree in early years and is currently working towards obtaining Early Years Professional status. Eight of the other staff have obtained at least a level 2 childcare qualification. The preschool receives support from the local authority which works directly with children. There are two staff who have an early years qualification and two are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish and thrive in this extremely inclusive environment. Staff truly value each child's uniqueness, working very closely with parents, carers and other early years professionals and settings enabling them to meet their full potential. High-quality resources are used to provide excellent play and learning opportunities and, overall, the outdoor environment is effectively used to provide different learning opportunities. As a result, children make very rapid progress in all areas of their learning and development. The committee involve staff, parents and children in the decision-making and as a result they are particularly able to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- appraising the use of the outdoor area to further promote children's independent learning.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a secure knowledge of safeguarding children. They are encouraged to attend training to ensure that their understanding is up to date. This means that they can respond quickly to any concerns with regard to children's welfare. Highly effective recruitment and vetting procedures enable the committee to ensure staff are suitable to work with the children and are qualified for their roles. Detailed risk assessments provide staff with opportunities to thoroughly assess all aspects of the provision and any outings that they take the children on. As a result children's safety is effectively promoted. Staff are extremely dedicated, highly skilled and very committed to ongoing training. They benefit from the strong management and motivated leaders who value their input.

Highly effective procedures to monitor and evaluate the provision enable staff to critically evaluate the preschool to ensure positive outcomes for children. The preschool committee and staff ensure that their ethos and vision for the future is at the core of everything they do. "To provide a safe caring environment that encourages a love of learning in a fun and playful way, and celebrates each child's uniqueness helping them to reach full potential." The committee and staff ensure that children and parents have lots of opportunities to share their views of the preschool. Children use digital cameras to record their favourite activities and areas within the playroom. The leader wrote her degree dissertation on partnership with parents and carers to evaluate how they work with parents and involve them, valuing their contributions either to the preschool or their child's learning.

There is an extensive range of high-quality resources available for the children to independently choose from. An exceptionally well resourced role play area provides excellent opportunities for children to act out familiar roles. Many aspects of our diverse society are represented through good quality resources such as puzzles, books and small world figures enabling children to learn to value and respect each other. Highly skilled staff provide excellent levels of support and know when to step back and allow children to develop their own ideas and learning opportunities.

Partnership with parents and carers is outstanding. They receive a home visit providing an opportunity for them to share information about their child's individual needs and requirements in the comfort of their own home. Parents receive high quality information about all aspects of the preschool. Parents report that they are exceptionally pleased with the progress their children are making. They feel the staff are exceptionally good at communication, thereby enabling them to be fully involved. Highly effective relationships are developed with other early years professionals and settings to fully promote children's individual learning and development.

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

Children are very keen to attend the preschool and quickly engage in activities. They benefit from the staff being motivated and interested in their learning. As a result, children become independent and inquisitive learners. Several children cooperate well, working together to create different structures using large planks of wood. Children clearly listen to staff and know how to use the blocks and planks of wood correctly and safely. A child spends considerable time working out how to get the wood into the positions they want and show a great sense of pride as they achieve. Children have excellent opportunities to be creative and develop their own ideas. Children gain an understanding of working in their own space as they play cooperatively painting and creating their own hat from tracing paper. Children thoroughly enjoy using the extremely well resourced role play area. They use a wide variety of kitchen utensils, fresh fruit and vegetables as they play together. Staff provide a range of writing materials in all areas to promote children's mark making. Younger children freely choose from the wide range of construction materials. A child concentrates as they stack different size containers on top of each other. They show fascination upon opening wooden dolls and finding another inside. Children are developing secure and trusting relationships with the staff and each other. They confidently invite other children to join in their play and at other times invite the staff and visiting adults to join in.

Staff demonstrate very secure knowledge of the Early Years Foundation Stage framework. This clearly underpins all their work in observing, assessing and planning for the individual children's needs. As a result children make very rapid progress in their development and learning. In general, the staff provide good learning opportunities, both indoors and outdoors. However, on occasions the learning opportunities in the outdoor environment are not fully maximised to enhance children's learning.

Children's understanding of promoting their own health and safety is very good. They know when and why they wash their hands. Effective nappy changing procedures ensures that young children are comfortable and are beginning to build the links between toileting and good hygiene routines. Children benefit from healthy and nutritious food; they grow their own vegetables and fruit for snack time at the preschool allotment. Older children are encouraged to be independent and prepare their own snacks. Children are encouraged to take controlled risks and, as a result, show maturity in promoting their own safety. They take part in regular fire evacuations to enable them to become familiar with what to do in an emergency. Young children are well supported in their early days to enable them to become confident. Children's behaviour is exemplary. They show consideration to their peers and to the adults. Children's confidence and self-esteem is growing because staff are extremely positive role models in the way they speak to each other and the children. They learn about respecting and valuing others through interesting projects, such as an "I love you" dinner, where they prepare food for their families and friends.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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