

St Andrews with St Peters Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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).

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Description of the setting

St Andrews with St Peters Pre-School is run by a voluntary parent committee. It first opened in 1971 and was registered in 1993. It operates from the main hall and lounge room in St Andrews Church Hall, Weston Coyney. There is access to a secure outdoor play space.

A maximum of 26 children aged two to under five years may attend the pre-school at any one time. The pre-school is open each weekday from 9.30am until 12.30pm during term time only. There are currently 19 children attending who are within the early years age group, some of whom are in receipt of funding for early education. The pre-school is registered by Ofsted on the Early Years Register and supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are six members of staff, including the manager, five of whom work directly with the children. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a welcoming and inclusive environment. Staff know the children well and respect their individuality, ensuring their welfare and care requirements are promoted. As a result, children make steady progress in their learning and development. Overall, children's welfare, care, health and safety are promoted as a result of the policies, procedures and routines. Positive partnerships with parents, carers and other professionals support children's placements effectively. Self-evaluation is ongoing and demonstrates the setting's commitment and capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the daily record of children looked after on the premises shows their hours of attendance (Documentation). 14/10/2011

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

- improve the main record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident
- consider further the development of opportunities to enable children to freely

flow between the indoor and outdoor environments.

The effectiveness of leadership and management of the early years provision

An efficient recruitment system ensures that all staff are vetted to confirm their suitability to work with children and are appropriately qualified. Staff demonstrate a clear knowledge and understanding of the procedures to be followed in order to safeguard children. Staff ratios are high and support children's safety effectively. Records, policies and procedures are in place, however, the attendance register does not accurately reflect children's hours of attendance, which is a breach of welfare requirements. Staff complete daily and weekly safety checks of all areas used prior to children's arrival, which are recorded, and full risk assessing is in place. However, records lack some details. Fire evacuation is conducted with children on a regular basis, and they are encouraged to develop an understanding of their own safety through reminders regarding the safe use of tools and equipment. These arrangements ensure that children's health, safety and welfare are promoted. Documentation, such as accident records and children's details, is well maintained in order to promote the safe and efficient management of the setting.

Staff are committed to their roles, and they communicate daily and weekly regarding children's development and planning. Staff attend as much training as possible, cascading and sharing knowledge with the staff team. The manager has systems in place to assess the impact on the setting of any training attended. The successful completion of recommendations raised at the last inspection and initial self-evaluation demonstrate the setting's sound commitment to driving improvement and embedding ambition. High staff ratios and deployment and organisation of resources and space, both indoors and outside, are effective in providing children with an environment which is conducive to their learning and development. The outdoor play area continues to be developed, and the opportunity to freely flow between the indoor and outdoor play spaces is an area identified by the manager for improvement. Staff know the individual children's abilities well, and a key person system ensures that their needs are appropriately met.

Partnerships with parents and carers are effective. They have access to a good range of information about the setting and what it provides, for example, through colourful displays, discussion, access to planning records and an information board. Parents and carers receive verbal feedback on their children's progress at collection time and they are made aware that they have access to their child's 'learning journey' at all times. Parents and carers spoken to confirm their complete satisfaction with the setting. Partnerships with other early years professionals are good, in particular in relation to supporting children's transition to school, for example, children have access to photographs of the school, a school bag and uniform for them to use in their role play area. Teaching staff also visit the setting throughout the year. Staff also effectively engage with other agencies and professionals to support children's continuity of care, learning and development. All

children have equal access to all opportunities and resources, and as a result, inclusion is promoted.

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

Staff have a clear understanding of the learning and development requirements and use their knowledge to provide children with access to a variety of activities and opportunities. High staff ratios ensure children feel safe and secure; as a result, they make steady progress in their learning and development given their starting points and capabilities. Staff complete focused and spontaneous observations of children's progress and achievements. These are used to formulate 'learning journeys' and inform future planning. The manager has implemented systems to ensure that records are kept up to date. Planning is based on children's choices, their interests and observations made by staff of their skill development. Daily sessions include times for free play, children's choices and adult-led activities which are based on children's next steps.

Children separate from parents and carers well as they arrive and soon involve themselves in the choice of resources and activities on offer. They freely move around the room making choices. Daily opportunities for children to be outside are made available. Children are becoming independent as they make choices about activities during sessions, and at the end of the session they use a resource catalogue to make choices for the following day. These choices are then added to the planning. Children's behaviour is good; they are encouraged to share and take turns with resources and to develop an understanding of others through various activities. They have a variety of opportunities to write and make marks, both inside and outdoors. They select books for quiet reading or for staff to read, and enjoy joining in with stories using story sacks. Children count, match and sort, for example, a child sorts toy animals in the farm into different types. They develop an understanding of the world and nature as they plant seeds and bulbs and enjoy visitors to the setting who bring in a variety of animals and birds. A newly acquired laptop encourages children's understanding of technology, along with access to other technological resources. Children successfully balance as they use an obstacle course and pedal as they use sit-and-ride toys and trikes. Their creative skills are developing as they create unique pieces of work, such as finger painting. They enjoy using other sensory materials, such as jelly, play dough, cornflour and water, and have fun blowing bubbles in outdoor play. Children's imaginary language is developing as they enjoy small world resources and role play areas.

Children enjoy healthy snacks and have access to drinks at all times. They are being encouraged to develop an understanding of the need to wash hands before snacks and after using the toilet. Healthy snacks, encouragement of good hygiene and access to regular opportunities for outdoor play ensure children's healthy lifestyles are well promoted. The activities and opportunities offered and good staff ratios and support are beginning to encourage children's skills for the future.

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?	3
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	3
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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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