

St Paulinus Pre-school

Inspection report for early years provision

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Inspector	Justine George
Setting address	St Paulinus Church Hall, Manor Road, Crayford, Kent, DA1 4EP
Telephone number	01322 522628
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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 has been established since 1965 and is managed by a parent committee. The pre-school operates from a church hall in Crayford, Kent. The areas used by the pre-school are the main hall with adjoining toilet, changing area and wash facilities. Children have direct access to an enclosed outside play area. The pre-school is registered by Ofsted on the Early Years Register. They may provide care for a maximum of 32 children in the early years age range, of these 16 may be aged from two to under three years. There are currently 46 children on roll.

As from January 2012, the pre-school offers two daily sessions from 9am until 12pm and 1pm until 4pm, or children can attend the whole day. The pre-school operates during term time only. The pre-school supports children with special educational needs and/or disabilities and with English as an additional language.

The manager has been in post since 2004 and holds an early year's foundation degree. There are 10 staff, who hold appropriate National Vocational Qualifications at level 2, 3 and 4. The pre-school receives funding for early years education for children aged three and four years. It receives support from a local authority Early Years Advisory Teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has made significant progress since the last inspection. Staff are committed towards driving improvement and have put effective strategies in place that will take practice forward. Staff continue to work hard to develop practice further and promote good outcomes for children and families. Children make good progress in their learning and development. They are challenged and motivated in most areas of learning.

What steps need to be taken to improve provision further?

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

- consider formalising observation methods by keeping accurate records to effectively monitor children's progress. In addition, plan appropriate play and learning experiences based on the children's interests and identify the most effective practice, for example, the learning aims for activities to support the differing needs of children in the group
- plan and provide activities that offer physical challenge and plenty of opportunities for physical activity.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are well promoted. Robust vetting procedures in place help ensure adults suitability in working with children. The staff team are long standing employees, which provides consistency of care for both children and families. Staff's ongoing suitability is maintained through appraisals. Effective meetings at the end of every session provide the staff team with opportunities to discuss the needs of children and training. The team show consistent knowledge of the setting's policies and procedures to ensure the smooth running of the setting. The welfare requirements for dealing with accidents are met, staff have kept their first aid knowledge up-to-date and maintain the required documentation. The setting is safe and secure with the required written risk assessments in place and reviewed regularly to eliminate hazards to children. The required documentation is in place to ensure children are collected only by named adults, detailed by parents. Should an unfamiliar adult arrive to collect children, they are not allowed to leave until contact is made with parents. Vulnerable children are well protected in the setting. The team are aware of the possible signs and symptoms that may indicate a child is at risk of harm. Adults are clear of the procedure to follow in the event of any child protection safeguarding concerns and the setting's written policy is a good reference tool.

Equality and diversity is well promoted in the setting. Resources reflect positive images of ethnicity and introduce children to different cultures. For example, oriental cutlery in the home area, clothing, posters and small world role play. The deployment of staff and resources are effective. Children access what they would like to play with from a good range of provisions, developing their own play ideas. Children with English as an additional language make strong progress as they are well supported in the setting. Lots of visual gestures and time spent with the children help to develop their understanding of spoken English. Staff also value and encourage parents to continue to use their first language with children, fostering their identity. Adults are fully informed of children's individual needs and other professionals involved in their care, helping to narrow any achievement gaps for children. Professionals work together to develop strategies to support children with additional needs, ensuring consistency and continuity of care.

Partnership with parents is strong. Parents are positive and praise staff's caring approach with children. Parents also feel children are making good progress in their learning and development. Parents are well informed about the setting's responsibilities in caring for children. They receive written information that is discussed in more detail to ensure clarity. Parents are confident in sharing any issues or concerns. Systems are in place to meet with parents on a more formal basis to discuss children's progress.

Since the last inspection the team have effectively taken practice forward and addressed past actions and recommendations. The staff team are very dedicated and passionate in their role, showing enthusiasm and motivation to tackle new challenges. The setting works hard with other professionals in the borough, acting on advice and sharing practice ideas that have had a very positive impact for

children. Staff have really come together to identify targets for improvement, for example, in planning and assessment. The team have developed and continue to make improvements with planning, which has had a truly significant and positive impact for the children. The team have a very clear purpose of their role in supporting children in their learning and play. Children are focused, challenged and motivated.

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

Children very much enjoy their time in the setting. They consistently achieve and are developing good skills for the future. Children's communication, language and literacy are very well promoted. The setting is part of the Every Child A Talker (ECAT) programme, where all staff consistently strive to support children's developing language. Staff engage with children well during activities, asking exciting questions to encourage thought and stimulate conversation. For example, during a digging activity children talk about their experiences of planting at home and ask if they might find a worm. This leads to rich conversation about the soil they are using and how this differs to that in the garden, which is where worms are found. Children's use of technology is developing. They use the computer operating simple programmes independently or with the support of the adult. Children enjoy reading stories with adults. The environment provides good opportunities for children to develop their language skills in a wide range of activities. For example, writing for a purpose in role play, creative messy play and during construction play. Older children are developing letter and sound awareness through different opportunities. For example, at snack time they are encouraged to find the first letter of their name and the phonic sound is also introduced. Children successfully find their name and are praised by adults, boosting confidence.

The environment is very enabling for children. Staff support all children very well and demonstrate good knowledge of their individual needs and how they learn and develop. All children are well supported in the setting and the emotional needs of younger children are well met. Staff are sensitive and children are developing trusting relationships outside the family home. The key person is consistent and close contact is maintained to offer support in exploring the environment. As a result, children feel safe, secure and develop a strong sense of belonging. All children are well behaved and engage in purposeful play. Staff plan the daily environment well, providing activities suited to the developing needs of most children. Through observation, staff identify children's interests and provide activities relating to this. However, children's interests are not yet developed and extended to fully promote child initiated learning. In addition, regular observation is informal at present making it difficult for staff to effectively show the progress children make. Adult initiated activities are planned and the learning aspects for the different age groups of children are identified. However, the learning aims for activities are not yet included to ensure they are pitched at the right level, especially for younger members of the group.

Children's health is well promoted in the setting. They enjoy healthy snacks and

talk about where food comes from. One child comments that the oranges are from Greece and an adult makes reference that Greece is also where the child is from. Children talk about bananas growing on trees and adults use posters as a visual aid to talk about peeling an orange. Children make healthy choices. They develop independence as they wash their hands, encouraging good hygiene habits. Adults recognise children's capabilities and provide opportunities for them to pour their own drink, cut fruit and choose what they would like to eat. Children are active and have good opportunities to explore outdoors. Children dig, observe frogs and grow produce and flowers. They develop their large motor skills while using wheeled toys and the climbing frame. However, opportunities to provide children with physical challenge is not effectively planned for.

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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