

St Georges Pre School

Inspection report for early years provision

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Inspector

Ray O'Neill

Setting address

Elm Lane Pavilion, Elm Lane, London, SE6 4LB

Telephone number

07759 147 629

Email

Type of setting

Childcare - Non-Domestic

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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. Georges Pre-School was founded in 1967 and moved to its current premises in 2003. It operates from the first floor of a community pavilion. It has its own enclosed outdoor area and use of the surrounding enclosed playing fields. A maximum of 24 children may attend the pre-school at any one time. The nursery is open each weekday from 9.30am to 1.30pm during school terms.

The pre-school is registered on the Early Years Register. There are currently 32 children from two years to under five years on roll. Three and four-year-olds receive free early education. Children attend for a variety of sessions and most come from the local area. The setting supports a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

The nursery employs five staff members, all of whom hold appropriate early years qualifications. A cook is also employed. 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 good.

Significant improvements have been made on the recommendations from the last inspection. Practitioners promote the unique needs of each child well and support their welfare and development. Children play in a stimulating, well resourced and secure environment where they make good progress in most areas of their learning. Staff are well informed of children's starting points, which are obtained through observations and discussions with parents. This enables staff to plan effectively for children's future learning and development across each of the six areas of learning the majority of the time. The management and staff team evaluate the provision effectively and have a clear understanding of how to make continuous improvements. There is a strong and positive partnership with parents and other agencies to make sure that the individual needs of the children are met.

What steps need to be taken to improve provision further?

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

- improve further children's opportunities to develop their language, literacy and communication skills by engaging their senses through planned activities in music, dance, rhymes and songs.

The effectiveness of leadership and management of the early years provision

Effective policies, procedures and safety practices are implemented by all staff ensuring children are effectively safeguarded. Staff are well trained in child protection issues and know how to refer any concerns. The setting's well established and experienced team are robustly vetted; further ensuring children's welfare is safeguarded. Fire drills are regularly practiced, recorded and evaluated to ensure all children have a good understanding of what to do in an emergency. Staff conduct thorough risk assessments of the premises, off-site visits and of equipment that children may come into contact with, so they are safe at all times. All of the required documentation that supports children's health, safety and well-being is in place.

Staff work well together as a team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis. Resources are well organised to create a stimulating learning environment for children and that they receive appropriate adult support. The management team monitor and evaluate the provision well. They take into account the views of staff, parents and children and identify priorities for future improvement. For example, actions taken are well targeted to improve outcomes for children, such as the development of the outside play area, enabling children the opportunity for daily fresh air and exercise. All staff working in the nursery are committed towards the ongoing improvement of the provision. The recommendations set at the last inspection have been fully addressed.

Staff have a good knowledge of each child's background, welfare and learning needs. This includes those who learn English as an additional language and those with a special educational need and/or disability. They use effective strategies to ensure all groups of children achieve well and provide focussed support where required, so that equality and diversity is promoted.

Parents are very well informed about their children's development. They have regular opportunities, both informally during daily contact or formally at pre-arranged parent conferences, to discuss with their child's key person learning and development progress. The information area displays policies, procedures and news of forthcoming events. Parents are extremely happy. They feel confident to talk to staff at any time about any concerns or to celebrate in their child's success and achievements. For example, one parent commented, 'I am very happy with the setting; I can talk freely about my child's individual needs to the staff and know that they will be accommodated'.

The nursery has established effective links with other settings and professional agencies. Staff have a good understanding of the systems in place to liaise with other professionals, particularly local authority Early Years advisors, Speech and Language therapists and feeder primary schools.

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

Staff have a good knowledge of the Early Years Foundation Stage. They adopt a positive approach to supporting children through an effectively planned, well-balanced range of activities that takes into account children's abilities and interests.

Children are familiar with the routine, the layout of the nursery and the established staff team. The staff have a clear respect for the children and make learning and development for the individual their key focus.

Children are inquisitive thinkers actively participating, commenting and asking additional questions. For example, a group of three-year-olds in the outside area were engrossed, as a tractor deposited sand on the nearby field. They asked questions on what it was, hypothesised on its purpose and mimicked its actions using wheeled toys, such as pedal cars and trikes. However, children do not have enough variety of planned activities in music, dance, rhymes and songs to engage their senses, and to further support language, literacy and communication development. Staff effectively question children and ensure they learn to take turns. For example, during a carpet session children respond to questions on the 'Hungry Caterpillar's' actions and allow each other the opportunity to count fruit uninterrupted. Children enjoy sharing books and listening to stories. Younger children show great interest in books. They will often imitate reading behaviour in preparation for their own development in future reading and listening skills. Children are provided with the resources to develop their writing skills. For example, older children visit the Post Office area and write postcards independently with some letters correctly formed.

Children progress well in problem solving, reasoning and numeracy. For example, older children sorting shapes, can relate addition to combining two groups, differentiate and name common shapes and sort shapes according to size and colour, using mathematical language to compare quantities. Children have daily use of technology. They use electronic devices such as, the computer, digital cameras, battery operated toys and keyboards. The nursery provides the children with many opportunities to develop their creative and fine motor skills. For example, children confidently use a range of art media, recycled and malleable materials to create farmhouses, animals and paint software on the computer. Children enjoy dressing up and playing in the role-play areas. They make good use of the props while acting out various scenarios.

The staff use a flexible planning system. This links closely to children's profiles, showing observations of achievement, references to the areas of learning and the stages of development. This information is used effectively to support each child's learning and development. The nursery also effectively promotes children's individual learning patterns, interests and activities.

Children's good health is well promoted. For example, children have daily opportunities to participate in outdoor play. Children learn good hygiene and self-

care practices. They wash their hands before meals, after using the toilet and after outdoor play. They help themselves to the available fresh drinking water and are provided with nutritious snacks and meals, prepared by a resident cook. Children behave very well because staff are consistent in their approach towards behaviour management. Children show each other respect, cooperate, listen and follow instructions. Children show a strong sense of security and feel safe.

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

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|--|---|
| 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

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|--|---|
| 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

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| 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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