

Sutton St. James Pre-school

Inspection report for early years provision

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305353

Inspection date

31/10/2011

Inspector

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Setting address

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sutton St. James Pre-school is run by a voluntary parents' committee. The pre-school was registered in 1970, and operates from the church hall in the village of Sutton, Macclesfield, Cheshire. A maximum of 32 children may attend at any one time. The pre-school runs during term times only and is open Monday to Friday from 9am to 12noon. Outdoor play space is located in the adjoining car park and the vicarage garden across the road.

There are currently 38 children attending who are within the early years age group. Of these, 24 are in receipt of funding for early education. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, who work directly with the children. Seven of the staff hold appropriate level 3 early years qualifications, and a further one member of staff is currently undertaking a level 3 qualification in early years.

The setting 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.

The pre-school provides children with a fully inclusive and welcoming environment. Staff work with children's individuality and uniqueness, they know their individual needs well, and as a result children are making good progress. In the main documentation is in place and supports children's, safety and welfare. Positive partnerships with parents and carers and other early years providers and professionals are in place. Systems for self-evaluation are ongoing and demonstrate the setting's strong 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:

- obtain information about who has legal contact with the child; and who has parental responsibility for the child.
- 28/11/2011

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

- develop further systems of reflective practice, self-evaluation and informed

discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate commitment to their role in protecting children from harm. They have a clear knowledge and understanding of safeguarding concerns and the procedures to be followed in order to safeguard children, and therefore children are well protected. Clear recruitment, vetting and induction procedures are in place in order to safeguard children. Policies and procedures have been reviewed, and are available and accessible to parents and carers. This ensures that they are fully aware of how their children will be protected and kept safe at all times. Records, policies and procedures are in the main well organised, however, information regarding who has legal responsibility for children are not all in place. Staff complete daily, monthly and annual risk assessments to ensure that the environment is always safe, clean and fit for use. Regular fire drills ensure children's prompt responses.

Good quality resources for both indoor and outdoor play supports children's achievement and enjoyment. Resources are set out prior to children's arrival, and are planned around children's choices and interests. Children make decisions about their play during sessions and suggestions about additional activities. As a result they are becoming independent and active learners. Equality and diversity is actively promoted. Staff ensure that all children attending have equal access to resources and opportunities offered, as a result inclusion is well promoted.

Positive partnerships with parents and carers are in place and support children. Parents and carers have access to information about the setting, and are invited to open evenings where they are given information about how the pre-school provides for their child's care and education. Parents and carers spoken with speak highly of the setting. Partnerships with other early years professionals are effective. Regular communication takes place between other early years settings and teaching staff within the local school, and reception staff and head teacher of the feeder school visit the pre-school on a regular basis. These arrangements ensure a continuity of care and complimentary curriculum.

Staff demonstrate a commitment to their role. Regular staff meetings and appraisals support all aspects of their work. Self-evaluation is ongoing. The setting's strengths and areas for improvement have been identified by the manager. The completion of recommendations raised at the last inspection, ongoing self-evaluation systems and staff commitment to training and development demonstrates the setting's commitment to driving improvement and embedding ambition.

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

Staff have a good knowledge and understanding of the learning and development requirements and use their expertise to provide children with access to a wide range of activities and experiences. A high staff ratio and effective key person system, supports children on a daily basis, and ensures they feel safe and secure. As a result, they make good progress in their learning and development. Staff undertake observation and assessment of children's progress and achievements and use these to complete development profiles and summary reports. Staff plan activities based on children's choices, interests and staff observation of children's skills and achievements. Children access resources set out each day.

Children arrive happy and settled, separating from parents and carers with ease and joining in circle time. They freely move around the room participating in activities after circle time. Children's behaviour is good. They share, take turns and play well together, for example, in role play, and as they listen to one another at small group activities.

Snack times are social occasions where children sit together in smaller groups engaging in conversation. Children have opportunities to write, make marks and use books promoting literacy skills. They participate in sound games, repeating patterns and observing the difference in sounds. Children develop good problem solving skills as they use table top activities, matching and sorting and creating patterns whilst threading.

They have access to a variety of technological resources and computers. They enjoy local walks and observing nature, and celebrate a variety of festivals from around the world. They have many opportunities to use their creativity, through role play, drawing and making models. They blow bubbles in coloured paint and make prints, and enjoy free painting. They are engrossed in imaginary play using small world resources, for example, in the home corner and using the farm animals. Children have daily access to outdoor play and enjoy ball games, football, and using ribbons in the wind.

Children enjoy healthy snacks and have access to drinks at all times. They are aware of the need for good hygiene routines. Older children are able to access the bathroom independently; younger children require some support due to the nature of the building. These arrangements along with outdoor play opportunities ensure children's health; welfare and physical development are well promoted. Children are developing an awareness of their own safety and well-being through discussions. The activities and opportunities offered, staff interaction and commitment, clearly supports the good development of 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?	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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