

St Richard's Pre-School Playgroup

Inspection report for early years provision

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Inspector	Ray O'Neill
Setting address	St. Richards Centre, 35 Forge Lane, Feltham, Middlesex, TW13 6UN
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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*.

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Description of the setting

St Richard's Pre-School Playgroup opened in 2002 and operates from a community area of the church building. It is managed by a committee of volunteers from a community centre in the grounds of St Richard's Church. The pre-school is situated in Feltham, in the London Borough of Hounslow, and serves the local and wider community. All children share access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years register. A maximum of 30 children can attend the pre-school at any one time. The pre-school is open each weekday from 9am to 3pm during term time. There are currently 42 children on roll, aged from two to five years, of these, a number receive early years funding. The pre-school supports a number of children who have identified special educational needs and/or disabilities and who have English as an additional language.

The pre-school employs 11 staff, of whom 10 hold appropriate early years qualifications. The pre-school receives support from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote the unique needs of every child and effectively meet their learning and welfare requirements. Children play in a safe, stimulating and inclusive environment. Staff's knowledge of the Early Years Foundation Stage is reflected well in the quality of provision, ensuring outcomes for children are promoted most of the time. Effective engagement with parents ensures continuity of care and learning are given a high priority. The pre-school has developed highly successful partnerships with professional agencies and other settings, ensuring the needs of all children are met and additional support provided. Systems to evaluate practice are effective and promote continual development.

What steps need to be taken to improve provision further?

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

- continue to improve opportunities for children to develop their skills in information and communication technology
- to extend the provision and assessment of children's problem solving in mathematics.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are implemented extremely well. Effective policies, procedures and safety practices are implemented by staff. All staff are very well trained in child protection issues and know how to refer any concerns. Systems for recruitment and vetting are robust. These include good procedures for assessing the suitability of all adults working with children. Fire drills are regularly practised, 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 and equipment that children may come into contact with, to help ensure they are safe at all times. All required documentation is in place to promote children's well-being and good health.

All staff are committed towards ongoing improvement. Most of the recommendations made at the last inspection have been fully addressed. Regular staff meetings and a good working relationship help to ensure good quality provision for children. Children have access to a wealth of resources, which are either pre-selected or within easy reach. Resources promote all areas of learning and excellent inclusive practice, encouraging all children to participate. Staff value children as unique individuals. They have an exceptional understanding of each child's welfare and learning needs. Staff support children highly effectively to develop an excellent understanding of diversity. For example, through individual plans, having a strong partnership with parents and external agencies and celebrating festivals.

The effective evaluation process involves the management committee, staff, parents and children. Regular review through monitoring, appraisals and evaluation identifies areas for improvement and the celebration of strengths. For example, the introduction of the 'Every Child a Talker' programme to further develop children's language and communication skills; also, 'Forest school' training for staff to provide children with high quality learning opportunities in the outdoor environment. Parents views are sought through the completion of annual questionnaires. Children's views are actively sought and taken into account at circle time. The pre-school has an ambitious drive towards continuous development.

The pre-school has established highly effective links with professional agencies and other settings. The experienced staff have an excellent understanding of the systems in place for liaising with other professionals, particularly local authority special educational needs coordinators, early years advisors and speech and language therapists. These highly successful partnerships ensure all children are supported and their learning and development needs are addressed. The pre-school has effective procedures and practice in place for engaging all parents in their child's day. Parents receive regular newsletters and information on daily events is on a display board as they enter the pre-school. Parents are very well informed about their children's development. They have daily opportunities to discuss their child's progress with their key person. They are also invited to coffee mornings and open days. Parents are very happy. They feel confident to talk to staff at any time about concerns or to celebrate in their child's success and

achievements.

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

Children make good progress. Staff have a secure knowledge and understanding of how children learn and adapt their approach to suit different ages and needs. Children are settled. They are confident and familiar with the routine and layout of the pre-school. Staff have a clear respect for the children and make learning and development their key focus. Children are inquisitive thinkers actively participating, commenting and asking additional questions. For example, during a group session before a fire service visit, children questioned the origins of fire. Others gave their views and all contributed in formulating questions on the role of fire fighters and equipment they use. Older children eagerly relate their knowledge to the younger ones. Using their communication skills they gesture and vocally describe their experiences or earlier visits, real life events or television programmes they have seen. Staff ensure children learn to take turns, question each other's comments and critically think about what they see.

Children enjoy sharing the wide range of books and listening to stories. Younger children show great interest in books. They often imitate reading behaviour, in preparation for their own development in future reading and listening skills. Children are provided with resources and play opportunities to develop their writing skills and older children are beginning to form letters. Children's awareness of numeracy is enhanced through well-resourced number areas. These contain equipment such as scales, shapes and cubes. However, opportunities for children to develop their ideas and use their knowledge to solve mathematical problems through their play are not consistent. Children have daily use of technology using electronic devices such as, telephones, electrical toys, tills and keyboards. However, the nursery does not provide regular use of computers. The nursery provides the children with many opportunities to develop their creative and fine motor skills. Children confidently use a range of art media, such as recycled and malleable materials, to create self-portraits, imaginative collages and models.

Staff plan for individual children's learning needs through a flexible planning system. This links closely to children's profiles, which show observations of achievement, references to areas of learning and stages of development. This information is used very effectively to support each child's learning and development. Written plans are linked to the six areas of learning, reflect the learning intentions and make clear what children are expected to learn from the activities. The nursery effectively promotes children's individual learning patterns, interests and activities.

Children help themselves to fresh drinking water. They take pleasure in preparing and eating nutritious snacks of fresh fruit. Children enjoy packed lunches provided by parents and delight in telling visitors about the healthy contents. Children play in a clean environment. They develop effective personal hygiene routines and self-care skills when using the toilet and before eating. Staff act as excellent role

models by valuing and treating them with respect. Children behave very well as staff are consistent in their approach towards behaviour management. Children show each other respect, cooperate, listen and follow instructions. Children show a very strong sense of security and feeling 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

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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