

# St Peter's Pre-School

Inspection report for early years provision

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**Unique reference number** EY290731  
**Inspection date** 07/11/2011  
**Inspector** Linda du Preez

**Setting address** Guru Nanak Bhai Lalo Khalsa School, 62 Crescent Road,  
Woolwich, London, SE18 7BL

**Telephone number** 0208 8557453

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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

St Peter's Pre-School is committee run and has been registered at the present site since 2004. It operates from a large hall within a Sikh community school in Woolwich in the London borough of Greenwich and serves the local community. The premises consist of the main hall with storage area, an entrance foyer, a kitchen and toilet facilities. There is no outdoor play area at the premises, however, the pre-school visits alternative premises and has a Forest School approach to ensure that children enjoy regular outdoor experiences.

The pre-school is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for maximum of 20 children aged two to five years, of these, not more than four may be under three years. The pre-school is open from Monday to Friday from 9.15am until 12.15pm, during term-time only. There are currently 24 children on roll

The pre-school is funded to provide free early education to children aged three and four years. It supports children with special education needs and/or disabilities and children who are learning English as an additional language. The pre-school employs 4 staff. Of these, three hold a level 3 qualification. The pre-school receives support from the Early Years Development Childcare Partnership and the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school values children as individuals and meets their unique needs very well. Staff plan a broad range of stimulating activities, which present children with good levels of challenge and excitement. Staff are committed to meeting children's learning and welfare needs overall, with some minor areas for improvement. The pre-school has developed partnerships with other provisions within the community and good partnership with parents. The pre-school has a clear commitment to continuous development and improvement, which ensures the promotion of positive outcomes for children.

## What steps need to be taken to improve provision further?

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

- increase the regularity of evacuation drills in order to ensure that all children and staff are fully aware how to keep themselves safe in an emergency

- develop systems to share information more effectively with parents in order to support and extend learning at home.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures are in place overall and understood by staff. Access to the premises is through a locked secure door and visitors are required to sign in a book, so staff ensure that children are not left unsupervised in the care of unvetted people. Robust recruitment and induction procedures help to ensure that all staff are suitable to care for children and have appropriate background checks. All staff are aware of how to raise concerns about child protection. Effective risk assessments ensure that children have a safe and secure environment in which to play. Emergency evacuation procedures are in place, however, they are not practised regularly enough to ensure all staff and children have secure knowledge of how to keep themselves safe in an emergency.

Self-evaluation is comprehensive and incorporates the views of staff, parents and children. The manager and parent committee are highly committed to driving improvement. For example, identifying the training needs of staff and purchasing new equipment to ensure that resources offer a wide range of exciting opportunities for children to learn through play. Staff tackle key priorities for improvement, which results in positive outcomes for children such as regular outings to ensure that children have access to high quality outdoor experiences.

Children access many stimulating resources, both indoors and out, which promote all areas of development extremely well. For example, children enjoy learning about the natural environment whilst participating in outdoor activities. Staff are highly skilled at captivating children's interests. They continually encourage children's ability to think critically by asking open-ended questions and provoking their thoughts. They offer a good balance of adult-led and child initiated play, and resources are very well organised.

Celebration of cultural festivals and the positive images displayed around the setting promotes equality and diversity well. Staff have a sound knowledge of children's backgrounds, which enables them to meet their individual needs. Staff place a strong emphasis on preventing gaps in achievement between different groups of children, for example, by promoting literacy during outdoor activities in order to captivate boys' interest and motivate early writing.

The importance and value of parent partnerships is strong throughout the pre-school. Many parents comment on how highly effective the provision is in meeting their children's needs. The effective key person system promotes continuity of care. However, opportunities for parents to contribute to children's developmental profiles to enhance continuity of care and learning are not promoted.

Partnerships with other professionals and agencies are securely in place; for example visits to local primary schools to ease transition from the pre-school to a

school environment. This helps to support cross-provision working and continuity for children and their families. Key persons have a comprehensive understanding of the uniqueness of each child; they are aware of how to access appropriate support if needed.

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

Children and parents are warmly welcomed and children confidently leave their parents. The effective key person system ensures that children form strong attachments to staff. Children's records show initial discussions with parents about their children's starting points. Effective monitoring using the Early Years Foundation Stage ensures that learning priorities are established and implemented through planning. Children communicate with confidence, talking with a great deal of enthusiasm about their activities. They take delight in their achievements due to the continuous praise from staff.

Children make marks enthusiastically, producing recognisable symbols and letters. They delight in looking through books in the indoor and outdoor environment, which motivates their language and literacy skills. Staff encourage children's mathematical thinking throughout their play, for example, as they build towers, they consider their findings, count out the blocks and record the results on a large graph.

Children share and collaborate with each other; consequently, positive relationships exist across the pre-school. Children take part in a good balance of adult-led and child initiated play, which encourages them to think for themselves and make independent choices. Therefore, they contribute to their own learning and development effectively as well as gaining strong skills for the future. They particularly enjoy using the computer as they develop their skills in controlling the mouse, following instructions and problem solving.

Children's well-being and good health is mostly encouraged throughout the pre-school. All enjoy eating tasty snacks, such as apple, carrot, cucumber, orange, banana and melon. They learn to wash their hands after toileting and prior to eating. They make great strides in their physical development and relish playing physical games, such as climbing through, up and over a large tunnel. During outdoor activities they enjoy running around, jumping over logs, and learn how to use the environment safely by taking safe risks. They pack away toys when they have finished playing and tuck their chairs in after leaving the table. This demonstrates how they are developing their personal awareness of safety.

Children are very well behaved; they share and collaborate with each other in their play. The staff work very closely together and are very positive role models for the children. They are highly effective in creating an environment, which is calm, positive and stimulating. Consequently, children of all abilities are challenged effectively and opportunities to learn are ample.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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