

# St Joseph's Pre-school Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	03/11/2011
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<b>Setting address</b>	The Old School Building, Scratton Road, STANFORD-LE-HOPE, Essex, SS17 0PA
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<b>Email</b>	
<b>Type of setting</b>	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 Josephs Pre-school was registered in 1998. It operates from a hall in a converted school in Stanford-le-Hope in Essex. It is run by an elected management committee made up of parents whose children attend the pre-school. The pre-school serves the local area and has links with the local schools. The pre-school is accessible to all children and has a fully enclosed area available for outdoor play. The pre-school opens Monday, Wednesday, Thursday and Friday during school term times. Sessions are from 8.50am until 11.50am and 12.30pm until 3.30pm. There is also a lunch club from 11.50am until 12.30pm. A maximum of 26 children may attend the pre-school at any one time. There are currently 41 children attending who are within the early years age range. The pre-school is registered on the Early Years Register. The pre-school provides funded early education for three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of staff. Of these, one holds appropriate early years qualifications at level 2 and four at level 3 or above. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school has an inclusive approach and all children are extremely settled, safe and secure. They make excellent progress in all areas of their learning and development because staff have an outstanding knowledge of the Early Years Foundation stage and know how to promote high outcomes for children. The pre-school provides effective tailored support for children with special educational needs and/or disabilities. Children benefit from exemplary partnerships between staff, parents and carers. Children's health, safety and well-being is significantly enhanced through the robust and meticulously detailed self-evaluation procedures. The pre-school continually looks for ways to improve through self-evaluation and consultations with parents and staff.

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

To further improve the high quality early years provision the registered person should consider:

- extend the systems in place to support the needs of children learning English as an additional language, particularly in relation to use of dual language signs in the toilets, snack and outside play area

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

The pre-school has established very effective procedures for safeguarding the children who attend. Systems for recruiting new staff are meticulous which ensures all the necessary checks are in place to be in contact with children. Full robust risk assessments are in place and carried out daily to ensure the safety of the children whilst at the setting. A fun, but effective system, the whistle stop game, is in place for ensuring the children respond to the fire drill whistle which means that the building is evacuated quickly and efficiently.

The pre-school self-assessment and self-evaluation systems are rigorous and are constantly being reviewed and updated where needed. All staff, parents and members of the committee actively contribute to a wealth of high quality policies and procedures prior to being written. The children are also encouraged to evaluate their surroundings and their own pieces of work. This contributes to the high expectations and high standards which are embedded across all areas of practice.

Inspiring and brightly coloured wall displays depicting diversity and equality are evident all around the pre-school, as is a wealth of superb resources to help promote children's awareness of cultural diversity. The staff are highly effective in taking steps to ensure all outcomes for children and their experiences are positive. Overall, dual language signs around most of the pre-school help children with English as an additional language find their way around, however an increase of signs in strategic places around the pre-school could promote this further. Outcomes for children in relation to their starting points are significantly enhanced through the excellent use of resources, including the effective deployment of staff around the pre-school. The pre-school takes well-considered steps to ensure the resources and the environment is fully sustainable.

Children benefit from an exceptional range of exciting, stimulating and fun resources available at the pre-school which contributes to significantly enhanced learning and development outcomes. They learn to use simple real-life equipment such as hammer and nails safely and with high levels of confidence. Children experience excellent levels of continuity of care because of the staffs unquestionable commitment to the pre-school and to working closely with parents and carers. Parents appreciate the exceptional care and the extremely high quality information they receive about their children's development and learning. A range of highly effective systems are in place for the sharing of information. These include weekly sharing books which the children complete with the staff, verbal feedback and superb scrap books which the parents and children make at home depicting the children's background and family life. The pre-school is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are effective and well-established working relationships with other settings involved with individual children, which successfully promotes their learning, development and welfare. The pre-school is often recommended to other settings as an example of excellent practice by the local authority.

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

An extensive settling in process ensures that children are supported to develop a strong sense of belonging from the start. Staff take time to get to know each individual child and through the use of extensive sharing of information systems are able to effectively support each child's needs. 'All about me' sheets are completed with detailed information about the children's likes, dislikes, learning and development ensuring staff have an exceptional knowledge of each child's background and can support their learning effectively. Children progress exceptionally well in their learning and development through a well planned, rich, varied and imaginative environment, both indoors and outside, which enhances all aspects of their development. Children display very high levels of confidence and self-esteem as they are given lots of opportunities to actively contribute and be independent at the pre-school. They self-register by recognising their names in print and placing them on a board. Staff also uses these names to monitor who has had snack as a rolling snack bar is in operation. The children are encouraged to be independent by choosing their own snacks, pouring their drinks and washing up their cups afterwards. Fresh drinking water is also available for the children to access as needed.

Staff assess the children's development daily through rigorous high quality observations which is very effective in planning next steps and promoting high quality outcomes for the children. All staff are highly skilled and sensitive in their management of children and their behaviour which is reflected in the very confident behaviour of the all the children in the pre-school.

Children are able to choose resources from a board displaying photographs of all the resources available. They develop excellent skills for the future as they explore a wide range of technology and information in the role play area. Children develop an awareness of the environment through their nature table. Their problem solving skills are enhanced through puzzles, large construction materials and building a marble run toy. Children develop excellent creative skills through the wealth of messy play experiences, scissor control and sticking activities. Whilst the well-resourced 'writing' table promotes enthusiastic mark making.

An extensive range of outdoor equipment excites and promotes children's physical play; for example, water play is superbly extended through the inspiring use of tubes, guttering and sprays bottles. Whilst a marquee provides an ideal covered outside area for the children to explore further mark making and creative activities. An outside role play area has been created which the children are currently using as the three little bears house. This allows the children to use their imaginative skills and knowledge of the story to fully utilise their communication, language and literacy skills. This development is further enhanced through rich interactions with the staff, interactive story times, the use of sign language and the extensive book corner. They learn how to handle real tools and equipment safely when

enthusiastically hammering nails into pieces of wood. Children develop an excellent awareness of the world and other cultures through the rich, varied and imaginative celebration of festivals and customs. They experience and taste food from other cultures, dress-up in traditional clothes and experience sound and music through the playing and listening to musical instruments. Children have compiled a list of golden rules for the pre-school which they are reminded of and reinforced during the day by staff when required. Children respect these rules and display very high levels of good behaviour.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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