

St. Brendans Pre-School

Inspection report for early years provision

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Inspection date	08/12/2011
Inspector	Diane Hawkley-Holt
Setting address	St. Brendans RC School, Brookfold Lane, BOLTON, Lancashire, BL2 4DZ
Telephone number	01204 303010
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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 Brendan's Pre-School Playgroup operates from St Brendan's R.C. Primary School in Harwood, Lancashire. The group has been operating since 1984 and the current manager has been running the pre-school since 2000. The pre-school serves the local area. A large sectioned playroom with toilet facilities and access to outdoor play in the school playground is used to provide full day care for children.

The setting operates from 7.30am to 6pm Monday to Friday, for 50-51 weeks a year. There are currently 82 children in total on roll, all in the early years age range and of these, 23 children are in receipt of nursery education funding. The setting is registered to care for 48 children aged under eight years, of these, not more than 48 may be in the early years age group. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A total of 18 staff and one volunteer work with the children, most have or are working towards, relevant child care qualifications and one member of staff is an Early Years Professional. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting receives support from the Bolton Early Years Development Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is appreciated and well supported as the practice is inclusive. Most policies and procedures are established and clear, which results in the promotion of children's welfare being good. The manager has a good understanding of most of her strengths and areas for improvement in the setting and takes steps to continuously improve the service. She has built strong relationships with parents and other professionals to promote secure and consistent care for children. All children are making good progress.

What steps need to be taken to improve provision further?

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

- develop further recruitment process to include full employment history and medical checks.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff

are also vetted and are safe to work with young children. However, the manager does not ensure that new staff's full employment history and medical suitability are established. This, therefore, does not fully ensure staff's suitability. The setting is compact, clean and bright. The staff carry out daily safety checks and there are comprehensive risk assessments that are regularly reviewed. This ensures that the areas used by the children are safe. Children are able to move safely and freely around the building.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. The staff work well together as a team and plan activities for the children based on their interests and level of development. Good varieties of play opportunities are available every day. The environment is mostly well organised and accessible to the children, with interesting cosy spaces that are adapted to incorporate the children's interests. This means that they thrive and make good progress in their development.

The manager is aware of the setting's strengths and weaknesses. She continually looks for ways to improve the provision for the children and sets herself ambitious and appropriate targets. She has addressed previous actions and recommendations promptly and effectively. She has worked with the Early Years Professional to develop the learning journeys and developed the assessing and recording process that tracks the children's progress at the setting. This has improved the provision and opportunities for children to achieve better outcomes.

The staff form close working relationships with parents and carers. Planning is shared with parents on the notice boards and parents share their news from home on the children's news board. Furthermore, staff obtain useful information about each child, such as, their likes and dislikes and interests and abilities which is used by the staff to plan interesting play opportunities for the children. This means that parent's wishes and children's individual needs are effectively met. The staff and parents share important information about their child's progress by using daily feedback sheets. Therefore, parents are involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with the local school have enabled children to visit before they start at the school. The setting is working effectively with other professionals to support children with additional needs. These well-established relationships contribute well to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities by adapting activities. An effective equal-opportunities policy is regularly reviewed and children with English as an additional language are supported well with picture books made in children's home language. Additionally, the setting is well resourced with a variety of equipment that depicts people with different abilities and backgrounds and a comprehensive induction process means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are guided well by the staff to use the equipment safely, not to run inside and to be kind and caring to keep each other safe. The children feel safe and secure as they follow well planned, safe evacuation procedures. Children are protected well as they follow safety guidance when they use scissors, glue and building equipment and they use the road safety code learnt during activities in the setting to ensure safety when crossing the road. Children are well supported to take appropriate risks when using the climbing frame and bikes outdoors, as the staff give clear safety guidance.

Children's good health is promoted because the staff provide a clean and stimulating environment where children develop good independence with their personal care. Good health routines are established, for example, all children wash their hands after activities and before snacks. Children are protected from cross-infection because the setting ensures the equipment is cleaned to a high standard and checked daily. Children have a wide variety of equipment to develop large motor skills for example, a slide, climbing frame, bikes and crates for climbing on. There are good procedures in place for recording accidents and administering medication, which promotes children's good health. Children are supported well to recognise when they need to rest or sleep. The children are consulted in the choice of snacks and they are encouraged to make healthy choices when planning cooking activities.

The staff observe the children regularly and record their progress through pictures and narratives. This is used to establish a starting point and the subsequent observations are used to plan stimulating activities that enable the children to make good progress whilst at the setting. Children are making good progress in communication, language and literacy as they enjoy circle time, singing rhymes, reading and writing their names and babies enjoy making marks in sand and shaving foam. The children also use technology regularly in the setting using computers with pre-loaded educational programs and electronic toys. Problem solving, reasoning and numeracy is embedded in all activities. The children enjoy sorting different colour and sized animals. Staff are knowledgeable and actively support children's learning in the different areas, consequently, children are making good progress towards the early learning goals in all six areas of learning.

Children behave really well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others whilst learning about other cultures and beliefs. Furthermore, the setting celebrates children's individuality and festivals, such as Chinese New Year, where the children take part in cooking and tasting different foods. The staff make effective use of books and activities to introduce new ideas and promote diversity well.

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

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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