

# St Aidan & Oswald's Pre-School Limited

Inspection report for early years provision

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EY421506

**Inspection date**

13/12/2011

**Inspector**

Nicola Nolan

**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*.

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## **Description of the setting**

St Aidan and Oswald's Pre-school was originally registered in 1990 and operates from a purpose built building within St Aidan and Oswald's Primary School, close to Royton town centre. It is owned and run by a limited company with a charitable constitution. The pre-school has use of a large playroom, both of the primary school halls and associated facilities. The building is fully accessible. There is a secure outdoor area for outdoor play.

The group is registered with Ofsted on the Early Years Register. A maximum of 40 children in the early year's age group may attend the group at any one time, of these none may be under three years of age. There are currently 32 children on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years of age. The nursery supports children who speak English as an additional language and children with learning difficulties and /or disability. It is open from 8.45am to 2.45pm, Monday to Friday and operates term time only. There are 10 members of staff, seven of whom hold an appropriate early years qualification to National Vocational Qualification Level 3 or above. One member of staff has a National Vocational Qualification Level 5 and is working towards Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

An enthusiastic and committed staff team are led by an inspiring manager to create a fully inclusive and exciting environment indoors and outdoors. Planning and assessment wholly support individual needs and as a result children thrive and make excellent progress in their learning and development. They learn from a wealth of meticulously planned activities that optimally challenge their thinking. There are strong relationships and excellent partnerships between staff, parents and other professionals. Priorities for development are acted on through a rigorous self-evaluation and continual improvement programme that reflects the highly efficient management of the setting.

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

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

- planning an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take account of children's different interests, understandings, home backgrounds and cultures.

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

Robust recruitment and vetting procedures ensure children are extremely well protected. Staff have an excellent knowledge and understanding of safeguarding procedures and undertake training. As a result, children's welfare is given a high priority. Thorough risk assessments, daily checks and regular fire evacuations are exceptional at maintaining children's safety at all times. Children are also taught how to keep safe in the environment. For example, they know to be careful when walking near a yellow 'Wet floor' sign as they may slip.

The environment is highly stimulating with beautiful displays of children's work that is highly valued. It includes a wealth of exciting resources that are well organised and labelled clearly, such as cardboard boxes for modelling. This encourages children to choose independently and is highly effective in supporting their learning. Home grown resources are used in play. For example, children grow onions, garlic and rhubarb and are encouraged to play with these in the learning areas. This reflects the setting's commitment to sustainability.

Self-evaluation is effective and also shows the setting's outstanding commitment to continuous improvement. For example, a recent environmental audit showed the need for room partitions that were purchased. This has made a huge difference to the children's indoor environment and consequently to the children's learning.

The nursery is committed to promoting equality and diversity and this ensures that the children learn about differences. Staff also ensure that all the children's needs are met and that they understand the learning preferences of both boys and girls. For example they recognise the benefits of allowing children to engage in safe 'superhero' play and have recently reviewed attitudes towards this type of play with the whole staff team. Children with English as an additional language or special educational needs are supported and mostly have their needs met, because the setting ensures they feel included into the setting. For example, dual language books and welcome signs show the setting's commitment to inclusion. However, the text displayed within the environment does not reflect the languages of all the children attending the setting and this may restrict the way they feel included.

The setting strives to continually work in close partnership with parents and having a parent's committee manage the setting, allows this to work remarkably well. Parents are encouraged to contribute to planning through home link books. This ensures parents are fully included and that their contributions are valued. The setting has highly effective partnerships with the adjoining school and this ensures that children's transitions are smooth. For example, reception children visit the pre-school to talk to the children about what they like about school and what is different. This helps to familiarise the children with their new school and helps to eliminate stress when they start.

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

Children benefit from positive relationships with staff, who interact well and support the children's emotional skills. Children are extremely well behaved as they are always busy doing interesting and inspiring activities. Staff are always eager to praise and encourage their achievements and consistently follow the behaviour policy that they carry around with them on pocket sized cards. These supportive relationships between children and staff help children to feel safe and secure.

Adults encourage hygienic practices and teach the children about germs and make soap for them to use at home. Children also learn about the importance of good oral health and enjoy visits from the dentist. Children are developing their choice of foods as adults talk to children about the health benefits of eating fruit. Raincoats, fleeces and waterproof dungarees are provided and worn by the children to enable them to play out in all weathers and they develop exemplary physical skills. This means children have a healthy lifestyle.

Staff are extremely well qualified and experienced and they purposefully provide a rich and imaginative environment. Children achieve excellent results and progress from their starting points. Planning is meticulous and leads on from observations of children's interests. Activities are interesting and varied to ensure the children are always excited, engaged and achieve and enjoy. The outdoor area is planned for every day and follows the principles from the 'Forest School training' the staff have attended. Staff understand that some children prefer outdoor learning and use this knowledge to provide exciting resources and activities, to accommodate this. For example, children use large milk crates to make a longer and longer train, on a much larger scale than they can inside. The adults always ensure that children's needs are given their utmost priority. All learning opportunities are seized in every situation. For example, children are encouraged to cut their own bananas. The staff always support and extend children's learning. They offer a wealth of problem solving situations to challenge the children's thinking. For example, a member of staff asked children "how are we going to attach this tag to the cracker?" as they made a Christmas cracker and gift tag, children answered "with sticky tape". Children's communication skills develop well, because staff plan extensively to develop phonic skills through games and activities. Regular singing also supports the children's developing language skills effectively and mark-making opportunities purposefully support children's early writing skills. For example, note paper and pens are positioned next to the telephone in the play house and children write whilst they talk on the telephone. Children learn about the wider world through exceptionally well-planned activities. They learn about science and technology by taking part in fun games. For example, they use torches in a dark den and learn about light and shadows. This means that children are also developing excellent skills for the future. Overall, children are making excellent levels of progress towards the early learning goals in all areas of learning.

## 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

The quality of the provision in the Early Years Foundation Stage	1
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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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