

# St Andrew's Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	303819
<b>Inspection date</b>	17/11/2011
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<b>Setting address</b>	Huddersfield Road, Halifax, West Yorkshire, HX3 0AA
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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*.

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 Andrew's Pre-School is a voluntary run childcare provision and was registered in 1972. It operates from St Andrew's church hall in Halifax. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Tuesday to Thursday from 9am to 3pm during term time only.

A maximum of 24 children may attend the provision at any one time. There are currently 22 children attending who are in the early years age range. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ four members of childcare staff, all of whom hold an appropriate early years qualifications at level 3. The provision receives support from the local authority and the Pre School learning Alliance.

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

Overall the quality of the provision is good.

Staff successfully promote children's welfare and learning as they have a very good understanding of each child's needs. As a result, children make very effective progress towards the early learning goals. The setting has established strong relationships with parents and other early years settings based on mutual respect and understanding. Staff are starting to evaluate all aspects of the provision in order to identify areas for future development.

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

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

- improve the use of self-evaluation to assess the impact of the provision on outcomes for children
- give as much opportunity as possible for children to move freely between indoors and outdoors
- reappraise environments and activities and make necessary adjustments, with particular reference to arrangements for hand washing during the session.

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

Children are safeguarded extremely well as a result of the robust policies and procedures in place. All staff and committee members have appropriate checks in

place. All safeguarding procedures give staff appropriate guidance on how to manage and promptly refer any concerns about a child's welfare, and staff have received training. Rigorous and detailed risk assessments are undertaken for both indoors and outdoors. Staff are vigilant about issues raised by both the shared use of the building and the adjacent building work. All staff hold an appropriate childcare qualification and have undertaken various training courses since the last inspection. The environment, both indoors and out, is well organised to provide a wealth of learning opportunities. This allows children choices in their play and the resources they use, and offers different activities to extend their play and develop their independence. However, at present children are not able to move freely from inside to outside.

Children are cared for by qualified and experienced staff, who are well deployed so children receive good adult support at all times. Staff have a positive approach to equality and inclusion. They ensure that all children are valued as individuals. They develop children's understanding of the wider world through the range of resources available. They ensure that children with English as an additional language are given appropriate support. The manager and her team of qualified staff demonstrate enthusiasm for their work and are committed to promoting positive outcomes for children. The process to evaluate the quality of the provision is in place, but is not used to assess the impact of the provision on outcomes for children.

Staff have established very strong relationships with parents and carers. They take time to get to know the whole family through visits before children start. Visits to the group ensure that parents are confident about the setting before they leave their children. All parents are encouraged to become actively involved with the group through the parents' rota. Staff have clear expectations of the responsibility of parents in this role. They have devised a fact sheet for parents to follow. Parents arrive at the group confident and relaxed and talk freely with staff about a range of issues. There is a wealth of information available for parents telling them how the group operates, and parents are encouraged to look at children's learning journey records and contribute to them. Parents are able to see the extensive policies and procedures. The setting has established very effective links with other early years settings in the locality. Together, they strive to provide a joint service to the local community. They ensure that they are aware of each other's practice and invite the other group to events such as when the lollipop man is visiting. This ensures continuity for children who attend both settings.

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

Children are happy and confident in this well-organised stimulating environment. Space within the setting is organised into areas of learning, and children are able to move freely between them as they choose what they want to do and make their own decisions. Resources are thoughtfully stored for children and small steps in learning are encouraged in self-help skills, such as children putting on their own paint aprons. A strength of the setting is staff's understanding of how to maximise

spontaneous activities and follow the lead of the children. Children are offered appropriate challenges to extend their experiences, with time to explore, practise and apply their learning. Staff intervene sensitively and provide explanations to help children think, as they work alongside them and extend their learning. For example, during imaginative play, children dress up and move freely from the home corner to the hairdresser's. Children enjoy opportunities for baking; they weigh ingredients and watch the changes in the mixture as other ingredients are added. Development of children's language and communication skills are given a high priority, children develop warm relationships with peers and staff, and are forming firm friendships. Children have an exceptional interest and enthusiasm for books and reading. This is enhanced by the organisation of the book corner and the wealth of both reference and fiction books. Children are encouraged to express themselves as they move to music and join in lively action songs.

Children make strong progress in all areas of development and learning, supported by staff who have a secure knowledge of the Early Years Foundation Stage. Staff have a firm understanding of the individual needs and progress of children. They use this knowledge to inform planning and ensure all areas of learning are covered. They complete observations and assessments in children's learning journals, which are supported by photographs and samples of work. They are linked to tracking sheets to allow staff to monitor progress.

Children develop a broad understanding of how to keep themselves healthy. They have access to a wide range of physical activities both indoors and outside. They have free access to water throughout the day, and children independently help themselves to drinks. They are offered healthy snacks. Lunches are provided by parents, and staff serve them to children in a social setting. Staff maximise this time to reinforce the importance of healthy diets. However, the organisation of hand washing during activities is not organised to minimise the risk of cross-infection. Children begin to understand how to keep themselves safe as they move around the room, know not to run inside and that they need coats and hats when playing outdoors. Staff help children to increase their understanding of such things, while also providing them with the opportunity to take measured risks. Behaviour in the setting is of a high standard. Children are clear about what is expected of them and understand the consequences of their actions. Staff provide positive role models for children and ensure a high level of consistency regarding acceptable behaviour across the whole group.

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