

St George Preschool

Inspection report for early years provision

Unique reference number

EY431198

Inspection date

12/01/2012

Inspector

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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 George Pre-school has operated for 30 years. It relocated to the current premises in 2011. The pre-school is managed by a parent-led committee. It operates from two rooms in newly converted premises in St George, Bristol. The pre-school is registered on the Early Years Register. A maximum of 32 children aged two to five years may attend at any one time. A maximum of eight children may be aged two years. Opening times are Monday to Friday from 9am to 3pm term times only. There are currently 56 children on roll. The setting is in receipt of free early education funding. It supports children with special educational needs and/or disabilities. Seven members of staff work directly with children. Of these, six, including the manager, have early years qualifications at level 3. The pre-school has support from an early years consultant from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, safe and thoroughly enjoy their time at the pre-school. Overall most children make satisfactory progress towards the early learning goals in most areas of their learning. Some children make even better progress. Adults have a sound understanding of the Early Years Foundation Stage; however currently this is inconsistently applied. Partnerships with parents are strong, although those with other providers are not yet fully established. There is clear commitment to the continuous development of the provision and this is beginning to lead to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop greater consistency in the use of observational assessment to plan for children's next steps in development and to enable them to make better progress
- further develop staff understanding of how to support and provide challenge for individual children to help them take the next steps in their learning
- develop further the partnerships with other providers delivering the Early Years Foundation Stage to promote children's continuity of care and learning

The effectiveness of leadership and management of the early years provision

The staff have a secure awareness of safeguarding issues and arrangements for the protection of children are robust. Children have a child-friendly and safe environment in which to play. Daily checks help ensure the premises are safe, particularly while building work takes place. Staff support children to be safety conscious without being fearful, for example, when using the balance beams. All staff have been suitably vetted.

The pre-school successfully promotes equality and diversity as levels of engagement with parents and carers are well established. This results in a good knowledge of each child's background and clear identification of their care needs. Effective steps are taken to close identified gaps in children's achievement. Adults identify a child's need for additional support at an early stage and work closely with parents and other professionals to provide it. Staff routinely support children's communication through sign language. Children from a diverse range of backgrounds and cultures attend the pre-school. Staff ensure they are able to recognise some of the individual words that children use from their home languages enabling children to communicate, make their wishes known, feel valued and participate. Children are well supported in this respect. Variations in the outcomes for children are, however, attributable to inconsistencies in planning.

Good partnerships with parents and carers are firmly established. Parents say they feel supported and describe the staff as warm and welcoming to towards both adults and children. There is a regular exchange of information through discussion with key workers and this supports good continuity of care for children. Children's progress is also regularly shared with parents; and their next steps in development agreed. Wider partnerships are beginning to be established when children attend some other settings; although information sharing is not fully focussed on children's learning and development.

Evaluative processes identify most of the strengths and weaknesses of the setting. Actions taken since moving to the new premises are beginning to have a positive impact, such as in the general provision for children both indoors and outside. Improved observation and assessment processes are secure, although inconsistencies in how well some children's achievements are tracked currently limit their progress. The manager and staff are motivated to seek further improvements in their practice. The outcomes for children are currently satisfactory and improving.

Resources are good, fit for purpose and support children's all round development. The children have easy access to a stimulating range of resources and are able to exercise choice. The environment is conducive to learning and is child-friendly. The pre-school is taking very appropriate steps to ensure the environment is sustainable.

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

Children benefit strongly from the warm interactions and good role models provided by the staff team. Children display a strong sense of belonging and security because they are treated as individuals. They show this through their responses towards the adults and each other. They quickly grow in confidence because the staff provide them with a positive sense of themselves through plenty of praise and encouragement. For example, children are rewarded with stickers for small achievements, such as, being 'excellent at balancing'. Those children new to the setting very quickly settle through flexible introductions that are sensitive to their needs and those of their parents.

Free-flow activities provide children with a suitable range of stimulating activities where they exercise choice. They take responsibility for their own learning and are inquisitive learners. They happily play independently as well as enjoying working alongside other children. For example, children cooperate and share big construction blocks to make their own individual dens.

The staff team have a sound knowledge of the Early Years Foundation Stage. Accurate observations are made of what children do and these are recorded in an individual learning journal by each child's key person. Planning follows children's interests and is based on their general developmental needs. This is beginning to be reflected in the progress that they make. However, some journals are inconsistently completed and some adult-led activities are less well planned for. Additionally, the staff understanding of the learning intentions of each activity are not sufficiently embedded to fully support children. As a result, the quality of support to children is variable and the activities do not always consolidate and extend what children know and can do.

Children suitably enjoy and achieve. They make satisfactory progress in communication, literacy and numeracy. They are competent in using information technology, such as, exploring sounds in an urban environment with headphones. Children's emergent writing skills are developing. They make marks in a wide range of activities, for example, when drawing tractors on large paper and when matching pictures in the garden using a tick chart. Some children progress in early reading and can recognise their names, such as, their name label when self-registering. The staff suitably support children's language skills, for example, by asking open ended questions and prompting them to express themselves.

Children are well supported to learn about how their behaviour impacts on others as the staff team skilfully encourage a problem solving approach. Children show a good understanding of safety issues. They enthusiastically explain the difference between hearing the bell and the whistle and how they listen and respond in an emergency.

Children are well supported to learn personal hygiene and independence skills.

They take themselves to the toilet and know to wash their hands. Children thoroughly enjoy the free-flow activities outdoors each day and this enables them to get plenty of fresh air and exercise. They learn about healthy eating through healthy options at snack times. Thus, they have a good awareness of healthy lifestyles.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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