

Saint bernadettes Bees Pre-School

Inspection report for early years provision

Unique reference number	EY431092
Inspection date	19/01/2012
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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

Saint Bernadette's Bees Pre-School registered under a new management structure in 2011. It is run by a voluntary parent management committee and operates from the church hall of Saint Bernadette's church in Farnborough, Hampshire. Children access a secure outside play area. The pre-school is open from 8.30am to 3.00pm each day during term time. A lunch club operates from 12noon to 1.00pm. Children attend on a sessional basis and can attend all day. It serves the local community and surrounding areas. The pre-school is registered by Ofsted on the Early Years Register to provide care for a maximum of 52 children aged over two years at any one time.

There are currently 54 children aged from two to under five years on roll. The pre-school receives funding for early education for children aged two, three and four years. The setting currently supports children with special educational needs and/or disabilities and who learn English as an additional language.

There are seven staff employed to work with the children including the manager. Of these, two hold a level 2, three hold a level 3 and one holds a level 4 relevant early years qualification. The manager holds a Foundation Degree in early years. In addition, five more staff are employed as lunch and snack time support workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly effective management systems and the strong leadership are key to the success of the pre-school. Children are cared for by an extremely well qualified, enthusiastic team of staff who place children at the centre of all they do. An exceptionally high emphasis is placed on working with parents to support the inclusion of all children. As a result, children's welfare is overall, promoted extremely well and they make immense progress in their learning and development. Regular and rigorous, self-evaluation means that priorities for development are identified and acted on resulting in continuous improvements for children.

What steps need to be taken to improve provision further?

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

- enhancing the rest area to allow children further opportunities to relax and sleep when they wish.

The effectiveness of leadership and management of the early years provision

The meticulous organisation by the manager and parent committee supports the safe and smooth running of the pre-school. Highly effective procedures are implemented to safeguard children. For example, all staff are trained in child protection and are very clear of the procedure to follow should they have a concern regarding a child in their care. Robust vetting and employment systems mean all those adults associated with the setting are suitable to do so. Ongoing appraisals and team meetings are extremely well used to make sure staff keep up to date with current regulation and guidance. Risk assessments are highly effective providing a safe and secure environment in the setting and for outings. The comprehensive range of policies and procedures underpin the settings exceptional practice. Detailed records are maintained to make sure each child's health and welfare are fully promoted, and to track and plan for all aspects of their learning and development.

All staff and parents are involved in regular and rigorous evaluation of the provision. They identify areas to develop and actively seek for ways in which to improve outcomes for children. This demonstrates a highly reflective vision for the future and a strong commitment to driving improvement. The pre-school welcomes feedback from other agencies to help them and staff share their skills with other settings. Staff continuously improve their professional skills through training and use their newly found knowledge to help children learn. For example, they have recently attended a course aimed at helping to create an enabling environment. This has led to many exciting changes including a designated area outdoors for growing plants and the appropriate tools for children to use for working it. Staff take part in schemes to promote children's use of language and communication. They evaluate the effectiveness of their newly learnt skills by recording and videoing their interaction with children. From this they reflect on the quality of their interaction and plan how to develop it further. They also identify ways in which the environment can be adapted to create areas where children can speak and hear each other. This demonstrates staff have a very clear understanding how children learn and how to create an environment conducive to learning.

The high ratio of staff are deployed effectively and work very efficiently around the pre-school. This means that all children are supported and supervised extremely well, including those with special educational needs and/or disabilities. Equality and diversity are promoted exceptionally well. All resources are easily accessible and meet children's developing needs. Appropriately trained staff successfully meet the additional needs of children as recommended by other professionals involved children's welfare. For example, children with communication difficulties are supported as staff provide activities as suggested by speech and language therapists. As a result, all children are valued and included. Partnerships with parents are a particular strength of the pre-school. Outstanding measures are taken to involve parents fully in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with them frequently to discuss their child's needs, interests and progress. Parents regularly view and contribute to their child's learning in the development records and help to plan for

their child's progress. Parents report they are extremely happy with high level of care their children receive and the excellent progress they make. Parents feel they and their children benefit from the huge support staff provide in helping their children. Parents receive lots of excellent quality information about how the pre-school is helping children to learn and develop and how this can be continued at home. For example, parents receive newsletters and attend open day events when all members of the children's families are welcomed into the setting; they participate in activities and share a healthy snack. This has an extremely positive impact on children's self esteem and creates a great sense of belonging for all the family. Highly effective liaison with other providers of the Early Years Foundation Stage that children attend fully complements their learning and development.

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

Children are extremely happy at the setting where they are all fully supported and highly motivated to achieve and enjoy. Although all the equipment has to be packed away each day, staff work hard to provide an exceptionally welcoming and nurturing environment for children and their families. Children engage in an extremely wide range of interesting activities that promote all areas of learning, both indoors and outside, very effectively. An extensive range of resources are readily accessible and enable all children can take part. For example, easy grip mark making equipment and puzzles of varying levels of difficulty to meet their different development levels. Children move freely and with confidence around the various areas of play, initiating their own play. Although, the area provided for children to relax and sleep is combined with the book area so they may not always be able rest as they wish. Children make a hugely positive contribution to life in the pre-school, which helps them develop a strong sense of belonging and independence. For example, they are fully involved in choosing what to play with and see their art work displayed for everyone to enjoy. Children's behave is exemplary, they learn to care and respect others as they take turns with toys and being polite. They take part in planned activities to help them explore their feelings and to express themselves. For example, children use mirrors to look at their faces as they make happy and sad expressions. They draw these on to pictures and discuss what makes them have these feelings. A strong focus is placed on respecting and valuing all the families that use the pre-school. Children's cultures and faiths are highly valued and celebrated as parents bring in traditional foods and share stories from their cultural backgrounds.

The pre-school develops excellent links with the local community. These are used effectively along with the daily routines in the setting to help children learn about keeping safe and healthy. For example, a visit from the oral hygienist helps children learn about caring for their teeth by brushing them and about what foods are good to eat. This is reinforced through discussions about healthy foods at meal times in the pre-school. Children relish having free access to the exciting outdoor area in all weathers, which has a significant impact on children's good health and learning. They show great physical skills and excellent control of their bodies as they scale the climbing frame and pedal the bikes. Children are encouraged to

assess hazards to keep themselves safe. For example, they talk about the risks of using the garden tools. Children equally understand the need to follow rules to keep safe as they take part in fire drills. They enjoy and benefit from regular outings where they learn to cross roads safely.

Children develop excellent skills for the future. They use a wide range of technological equipment as they complete suitable programmes on the computer and play CD's to play a sound lotto game. A very high emphasis is placed on developing language and communication skills in the group. Staff interact purposefully with children as they play and encourage discussion at all times. Children thoroughly enjoy looking at books and staff help them learn words have meaning as they point to the words of the story. Many children confidently write their names and make marks in their play. Staff skilfully plan topics that engage children's interests and promote all areas of learning. For example, children learn about the life cycle of the seeds they plant. This expands their vocabulary and helps them learn about the natural world. Children solve problems and develop an understanding of weight as they use scales to measure the soil in the pots. They examine a tray of different seeds, describing them as small and big. As well as planting seeds in soil, children place them in clear plastic cups with moist paper towel so they can see the root system as it grows. Plants are placed outdoors, in the shed and indoors to provide a comparison of how plants grow indifferent conditions. To reinforce children's language development, each child has a laminated word mat to take home that relates to the growing topic.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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