

St Sebastians Pre-School

Inspection report for early years provision

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Inspector

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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. Sebastian's Pre-school opened in 1990. It operates from a community church hall in Wokingham, adjacent to the site of St. Sebastian's Church of England Primary School and is a committee run group. The group has the use of a large hall with a separate kitchen, toilets and storage rooms. There is an enclosed outdoor play area and outdoor classroom. The pre-school serves the local community. The pre-school is registered on the Early Years Register only and is registered to care for no more than 21 children in the early years age range. There are currently 33 children from two to five years on roll.

The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend a variety of sessions throughout the week. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. The group opens five days a week during school term times. Sessions run from 9.15am to 11.45am and 12.30pm to 3pm, with a lunch club operating between 11.45am and 12.30pm on Monday to Thursday and 9.15am to 11.45am on Fridays. There are seven staff working with the children on a part-time basis. Of these six staff hold appropriate childcare qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is aware of its strengths and priorities for the future are well targeted, demonstrating a strong capacity for their continuous improvement. They have evaluated their provision of care successfully and have effectively acted upon the actions and recommendations set at their last inspection. Staff at the pre-school have a strong working relationship and demonstrate a secure understanding of the Early Years Foundation Stage Framework. Children are provided with a varied range of activities and environments that support their learning well. The rigorous policies, procedures and risk assessments help keep children safe and promote their well-being. In the main there are effective and established partnerships with parents and other providers/agencies which overall supports children's development and consequently, 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:

- involve parents further by working in partnership to extend their contributions to children's development records, extending their

understanding of how to build on children's learning at home, and contribute their ideas, views and suggestions as part of the evaluation process.

The effectiveness of leadership and management of the early years provision

There are robust policies, procedures and risk assessments in place to support children's safety and well-being, and these are reviewed regularly and carefully managed. Staff have a secure awareness of their responsibilities to safeguard children and understand the procedures to identify any child at risk of harm and liaise with the appropriate child care agencies. All staff have completed safeguarding children training. Recruitment, vetting and training practices are followed appropriately for all adults working with the children. Registers, medication, accident and incident records are all recorded appropriately. Children's registration records are all well maintained and reviewed with parents regularly. Parents are made aware of the role of Ofsted as the regulatory body.

Those in charge are focused on helping children to make good progress in learning and development and in promoting their welfare. The manager, staff and committee work closely together to secure their ongoing and continuous improvement. Staff are very motivated and new systems have been set in place which have enhanced how children are monitored and observed and have brought about greater consistency. The pre-school has been proactive in meeting all the actions and recommendations set at their last inspection. They have effectively evaluated their provision of care which has had a positive impact on the pre-school. Consequently, they are aware of their strengths and have identified and targeted future plans to bring about further improvement and raise the outcomes for children. Effective systems have secured a more reflective practice and established better links with parents, however, until recently, there have been fewer opportunities for parents to offer their views and suggestions within the evaluation process and/or to be part of their children's development records; which in turn will enhance further the outcomes for children.

Partnerships with other agencies and local schools are well established and make a strong contribution to children's achievements. Communication takes place to support individual children on a regular basis and is used to promote their well-being. There are highly positive relationships with parents, who have good opportunities to be kept well informed about their children's development, achievements and well-being. Open days and meetings with key person staff are arranged; along with newsletters and daily feedback to ensure that parents have up-to-date and timely information. Parents can also borrow a range of books to support their children's reading at home.

Resources are good and fit for their purpose and thoroughly support children's learning and development. The resources are used well to achieve the planned goals for the children, and staff deploy themselves effectively in managing this. The environment is conducive to children's learning and is safe and well cared for. As a consequence, children are achieving well. Staff successfully understand children's backgrounds, needs and interests. They are able to identify a child's

needs for additional support as early as possible and share information with interagency teams in order to ensure a child get the support he/she needs. Staff actively promote equality and diversity and support children's awareness and attitudes to other people. Policies and procedures are effectively shared with parents and promote an inclusive and welcoming environment for those families using the pre-school.

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

Staff at the pre-school have a good knowledge and understanding of the Early Years Foundation Stage learning and development and welfare requirements. They provide an interesting and well-equipped environment which successfully reflects children's interests and consequently ensures that children are suitably challenged. Recent changes to the systems which help staff to plan for individual children have been made and these have had a positive impact on how children's progress is tracked. Staff are clearly aware of children's starting points and these are used to inform future planning across all areas of learning. Regular observations mean that a summary report collated each term provides parents with a clear indication of their child's key achievements and ensures staff are aware of any gaps in children's development. Transition to new/future schools is well planned and the pre-school has established good links with feeder schools to support children as they move on.

Opportunities to extend children's progress in such areas as communication, literacy and numeracy are excellent. Children work extremely well independently using their own initiative and developing skills for the future while working in small or larger groups. Children play a full and active part in their learning and show great curiosity in all that they do. Consequently, they develop a strong sense of confidence and self-esteem. Children have fun. They are provided with a wide range of toys and resources to support their learning across all areas. Children confidently use the free-flow indoor areas and outdoor classroom and happily choose what they want to take part in. Structured, adult-led play is extremely well organised and managed in order to bring about the desired outcomes for all children. Children engage thoroughly with the weekly story book activities, acting out the story confidently and excitedly and later playing with the puppets in small groups. They use the den to look out for birds, and squeal with delight shining their torches in the darkened out foyer area, wrapping coloured paper around their torches to change the perspective of the light. Children have their own 'red books' which become highly precious to them and happily show them at inspection, taking immense pride in their own work and photographs. In all, children's progress is consistently good and for most excellent in relation to their starting points and capabilities.

Children have good relationships with the staff who care for them. They are secure in their environment and demonstrate a good understanding of how to take responsibility in keeping themselves safe. Children understand the routines of the

day and consequently behave well and play and interact positively with one another. Children have high levels of self-esteem, are happy to ask questions and respond their thoughts and feelings. They happily take initiative, help tidy up and support and care for their friends. Children show a good awareness of what constitutes a healthy lifestyle. They understand the importance of fresh air and exercise; and are provided with daily opportunities to be outside playing, running around and climbing. They happily choose the outside classroom for their learning; putting on and taking off their coats as they go. Children understand their personal hygiene routines and the importance of healthy eating. Snack times are sociable occasions, enjoyed by all and parents are provided with information to promote healthy, nutritious and balanced lunches.

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

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	1

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