

St Lukes Pre School

Inspection report for early years provision

Unique reference number	EY413955
Inspection date	24/01/2012
Inspector	Janet Keeling

Setting address	St. Lukes C of E A Primary School, Frenchs Road, CAMBRIDGE, CB4 3JZ
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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*.

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 Luke's Pre School first opened in 2001 and was re-registered in 2010. It is managed by the Pre-School Learning Alliance. It operates from facilities at St Luke's Church of England School in Cambridge. Children have access to an enclosed outdoor play area and to the school playground and playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 24 children from two years to under eight years may attend the setting at any one time. There are currently 33 children on roll, all of whom are within the early years age group. The setting opens Monday to Friday from 9am to 3pm, during school term time only. Children attend for a variety of sessions.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. All of whom hold a National Vocational Qualification (NVQ) at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and eager to learn at this welcoming and child-friendly setting. They make good progress in their learning and development as they engage in a range of enjoyable activities which take account of their interests and learning needs. Excellent priority is given to safeguarding and protecting children. Staff are motivated, positive role models and strive to offer an inclusive service where the uniqueness of each child is fully recognised. Staff have established good partnerships with parents, carers and the host school, ensuring children's needs are well supported. Most documentation is well-written and informative. The setting is led and managed by a dedicated and highly motivated manager who strives to attain consistently good levels of care and education for all children. Together, all staff embrace the process of self-evaluation and demonstrate a good commitment towards the sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- develop further the two way flow of information with parents, this specifically refers to updating the setting's prospectus and by looking at ways to effectively share information with all parents regarding the daily activities

- improve opportunities for children to explore their local community in order to enhance their knowledge and understanding of the world around them.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding and protecting children. All staff have successfully completed their safeguarding children training and know their responsibilities fully. They have an excellent understanding of child protection issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Comprehensive policies and procedures are implemented consistently and robustly to ensure the safe and effective running of the setting. There are rigorous recruitment and vetting procedures in place to ensure that adults working with the children are suitable to do so. Staff are vigilant about the safe arrival and collection of children and routinely verify the identity of all visitors. Detailed risk assessments and daily checks are completed, ensuring that hazards to children are fully minimised. The deployment of resources is good. Staff are effectively deployed to support the children's learning and welfare and make good use of available space both indoors and outdoors.

Staff warmly interact with the children during play and respond to their individual needs. Consequently, children feel highly safe and secure. Staff are positive role models and strive to improve their practice. The setting's self-evaluation system, together with parent questionnaires, helps staff to enhance and further develop this already good provision. There is a proactive and shared vision for inclusive practices, ensuring that every child is fully included and integrated into the life of the setting. Staff are committed to further training and have good opportunities to attend relevant training courses, and as a result, children's care and well-being are further enhanced. Regular staff meetings provide valuable opportunities for staff to evaluate the effectiveness of activities and reflect on their practice, while termly staff appraisals encourage continued professional development of all staff. The manager and staff have developed positive relationships with the Reception class teacher at the host school and with other providers of the Early Years Foundation Stage framework. Consequently, children's needs are well supported.

Partnerships with parents and carers are good. Effective settling-in procedures are tailored to meet children's individual needs and help to support them in their transition from home into their new environment. Parents receive a prospectus before their child starts at the setting which contains information about the running of the setting. However, information regarding the daily routine and about how parents can contribute to their child's learning is more limited. The effective use of the key person system strengthens links with parents, helping children to feel settled and secure. Parents access a range of information regarding the group through the use of a parents' notice board, newsletters and forum meetings. However, while a portable notice board is also used by staff to share information it lacks detail about activities covered at each session. Also, as parents use different entrances for the morning and afternoon sessions the notice board is not accessible to all parents. During the inspection parents shared very positive views about the setting. Comments included; 'staff are friendly and approachable' and

'our children are very happy and kept safe'.

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

Children benefit from a welcoming and child-friendly learning environment. They show great enthusiasm as they arrive at the setting and quickly become absorbed in their favourite activities. Children work independently and in groups and share their ideas with staff and their peers. They have developed meaningful relationships with their peers and are supportive of each other's needs. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the setting information about each child is gathered through discussion with parents and carers. Consequently, children are cared for according to their parents' wishes. Staff have a good knowledge of children's individual needs and interests. They observe and assess them as they play and use information gained to effectively inform planning. All children have a Record of Achievement folder, which contains both photographic and written information about their learning and achievements. These folders are available for parents and children to see at any time.

Staff have a good understanding of the Early Years Foundation Stage framework, and as a result, children make good progress in their learning and development. Children enjoy music and enthusiastically join in with a range of songs and action rhymes. There is great excitement as the children play a range of musical instruments and tunefully sing 'Twinkle, Twinkle, Little Star' and when returning from being out in the cold children swing their arms, clap their hands and bend their knees to the rhythm of the music in order to warm their bodies. Children are developing a love for books as they freely access a range of picture books in the cosy book area and thoroughly enjoy listening to stories through headphones, such as the Billy Goat Gruff. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. However, they have fewer opportunities to explore their local community. Children's creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media, such as dough, paint, sand and water. At the sand tray, children have fun as they explore sand. They discuss how it feels and make marks as they run their fingers through it and beam with delight as they make a sand castle. Children's understanding of numbers and size is developing well through everyday activities. For example, while playing at the water tray they count how many arms the octopus has and measure themselves to see if they are taller or shorter than the tower of bricks. Children enjoy being in the fresh air and relish outdoor play activities. They pedal bikes, ride on scooters and enjoy the challenges of the trim trail equipment in the school grounds. Children have good opportunities to explore their natural environment. For example, they visit their own growing plot at the school allotments, where they help to plant runner beans, carrots and herbs. They also grow sunflowers from seed, water them each day and watch with delight as they

grow.

Children's awareness of safety is promoted exceptionally well in a safe and secure environment. They have excellent opportunities to develop their understanding of how to stay safe because they discuss the appropriate use of equipment and take part in regular emergency evacuation procedures. They actively engage in risk assessments and answer questions, such as why they need to wear a sun hat and why it is important to check that the floor is clear from toys. In addition, visits from the Community Police Officer reinforce children's learning about stranger danger and keeping safe. Healthy lifestyles are promoted well. Children enjoy healthy snacks, access physical play opportunities and engage in discussion with staff about what foods are healthy for them. They develop good self-esteem and a sense of belonging at the setting. They are well behaved and are learning the difference between right and wrong. They have learnt the simple rules of working happily with others, and as a result, they share, take turns and show consideration for each other. Effective hygiene procedures minimise the risk of cross infection. Children demonstrate that they are acquiring good skills that will help them in the future and prepare them for their transition into school.

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	1
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	2
The extent to which children feel safe	1
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

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