

St Peters Pre-School

Inspection report for early years provision

Unique reference number	113730
Inspection date	14/10/2011
Inspector	Teresa Colburn

Setting address	St. Peters Church Centre, Street Lane, Ardingly, Haywards Heath, West Sussex, RH17 6UN
Telephone number	01444 892462
Email	davedeb72@uwclub.net
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Peters Pre-School was registered in 1992. However, the original pre-school opened in 1969. It operates from St Peters Church Centre, a former primary school, on the edge of the village of Ardingly near Haywards Heath.

The pre-school is registered on the Early Years Register for a total of 26 children, all of whom may be in the early years age range with none under the age of two years. Currently, there are 13 children on roll aged from two to five years. The pre-school is funded to provide free early education to children aged three and four years old.

Children are accommodated within two rooms. They have access to an enclosed outdoor play area. Children attend from both the local village and surrounding areas. The pre-school supports children with special education needs and/or disabilities.

The pre-school is open Monday, Wednesday and Thursday 9.15am to 2.45pm, Tuesday 9.15am to 12.15pm and Friday 9.15am to 11.45am, term time only. There are four members of staff employed by the pre-school. Of these, one holds a level 3 qualification, one is a qualified teacher, one holds a level 2 qualification and one member of staff is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happily engaged and occupied in a broad range of interesting activities as they play and learn in the child-centred environment. Key skills for the future, such as literacy, are supported. Although, the book corner is less inviting. Overall, they are progressing well as a result of the care and attention given to identifying and addressing their individual needs. The setting's policies and procedures promote inclusive practice in all areas. The management team and staff are committed to reflective practice in order to identify areas for development that will continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance the book area to further extend children's language and literacy skills.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the pre-school has good systems in place for identifying and responding to concerns about children's welfare. All staff have completed safeguarding training, thereby further enhancing their knowledge and understanding of the procedures to follow if they are concerned about a child's welfare. Effective recruitment systems and procedures to check ongoing suitability ensure that all staff are suitable to work with children. Comprehensive written risk assessments are in place and hazards are identified and minimised in order to help keep children safe within the group.

Staff demonstrate a professional approach to their continued improvement and have a desire to embed ambition through self-evaluation, planning and reflective practice. They demonstrate enthusiasm and enjoyment when working with children. They work very well together as a team and clearly understand their role and responsibilities.

Clear procedures are in place to help support children with special educational needs and/or disabilities. They form close relationships with agencies so that children receive the necessary care and support.

Children have access to a good range of activities and resources that are freely available to them. Although, the book corner is an area for further development to enhance children's enjoyment of books and develop literacy skills. Resources are used well to help children make good progress towards the early learning goals. The environment is well laid out, with examples of children's work, photographs and posters to support their sense of belonging.

Good relationships with parents are fostered; verbal communication confirms they are happy with the care provided for their children. Parents are requested to complete 'all about me' forms about their child prior to starting. This ensures staff are fully aware of the child's starting points and interests, enabling them to tailor the provision to their unique needs. The pre-school has close links with the local village school, thereby ensuring cohesive working relationships.

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

Children are happy, relaxed and make good progress in their development in relation to their starting points. Broad planning is completed in advance and weekly planning takes into account the general interests of the children. Development files are maintained for all children and a summary of their progress clearly shows their achievements or any gaps in their development.

Children approach staff happily and confidently and enjoy engaging in conversation with them. For example, children ask to wash the pre-school's tricycles and are

provided with various sponges and paint brushes. Children then eagerly wash the tricycles, remembering to squeeze excess water out of the sponge prior to use.

Children enjoy using their senses to explore water, play dough and digging in the investigation tray. For example, children benefit from using large pegs to pick up conkers and their shells, acorns and various leaves. They eagerly talk about 'prickles' as they touch conker shells, laughing as they touch them with their hand. Children are confident in using information and communication technology and demonstrate good mouse control when playing on the computer. Children learn how to operate digital cameras, and are consistently supported in their learning as they enthusiastically take photographs of their friends, staff and other things of interest to them.

Children freely recognise the need to wash their hands prior to eating snack time, as part of a healthy lifestyle. They benefit from healthy snacks, independently finding their own name to self-register and selecting their own cup and bowl. They skilfully pour their own milk or water and select their own rice cake and carrots; staff are on hand to give any necessary assistance or guidance. Children enjoy the social interaction of sitting in small groups and chatting between themselves and staff during informal mealtimes. This helps them feel safe and part of their small community at the pre-school.

Children are developing a suitable awareness of their own and other cultures through a range of activities as they celebrate festivals and cultures. For example, Christmas, Easter, Diwali, Chinese New Year and others related to children attending the pre-school. All children have equal opportunities to be engaged in a variety of activities.

Through consistent boundaries and positive support from staff, children learn right from wrong, what is expected and why. They are encouraged to share, take turns and consider the feelings of those around them in order to build and maintain positive relationships. Staff are positive role models and reinforce good behaviour through praise and encouragement, fostering children's self-esteem and confidence.

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
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

