

Our Lady's Pre-School Ltd

Inspection report for early years provision

Unique reference number

EY431739

Inspection date

06/02/2012

Inspector

Lara Hickson

Setting address

314 High Street, St. Mary Cray, ORPINGTON, Kent, BR5
4AR

Telephone number

01689872495

Email

annemarieglancy@tiscali.co.uk

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 2012

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.

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

Our Lady's Pre-School was registered in 2011 and operates from a church hall attached to St Josephs church in St Mary Cray, Orpington Kent. The setting is served by good transport links. The setting operates from one main hall which is divided into sections using child sized room dividers. There is an additional room for small group activities and separate kitchen and toilet areas. There is also a garden area for outdoor play activities. There are car parking facilities for parent/carers using the setting.

The pre-school is open term time only, Monday to Friday from 8.30 am to 16.30 pm, although the core hours for pre-school sessions are 09:00am until 12 noon and 13:00 until 16:00. There is an optional lunch club between 12 noon and 13:00. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 40 children in the early years age group, of whom only 20 may be under 3 years. The pre-school provides support for children with special educational needs and English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in all areas of learning as a result of the pre-school's knowledge of the Early Years Foundation Stage. Their understanding of the learning and development requirements of the Early Years Foundation Stage enables them to plan activities to meet children's individual needs. Partnership with parents is promoted through the sharing of information both verbally and in writing. The setting demonstrates a good capacity for improvement as positive changes have been made to the setting following reflection and systems for self evaluation effectively promote outcomes for children. However currently self evaluations does not include the views of others, for example parent/carers.

What steps need to be taken to improve provision further?

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

- strengthening self-evaluation systems to take into account the views of others, for example, parent/carers and children attending the setting.
- extending opportunities for children to experience more activities to develop their understanding of information and technology

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively within the pre-school as the staff team demonstrates a clear understanding of their responsibilities towards recording and reporting any concerns of abuse or neglect. A comprehensive safeguarding policy is in place and includes the procedure to follow if an allegation is made against a member of staff. Rigorous recruitment and vetting procedures ensure that all staff have all the appropriate checks carried out to ensure their suitability. Regular risk assessments are completed for all areas of the setting and any hazards recorded and addressed, thus ensuring children play in a secure, safe environment. For example, following the recent snow the setting risk assessed the outdoor area as a danger due to the snow and icy conditions. This fully promotes children's ongoing safety. Clear procedures are in operation regarding arrival and collection and visitors to the setting which further promote children's ongoing safety. Children practise the emergency evacuation procedures regularly to ensure that they are clear about the procedure to follow in the event of an emergency. The front door is kept locked throughout the session to prevent unwanted visitors from gaining access or children from leaving the building unnoticed. Staff encourage children to take responsibility for their own safety, for example reminding them how to use scissors safely and to walk in the setting to avoid falling over.

A wide range of resources and toys are available around the setting to cover all the six areas of learning. Children play with toys on child sized tables and on large brightly coloured mats on the floor, utilising all available space. Toys are in very good condition and suitable for the ages and stages of children attending the setting. The setting demonstrates a positive approach towards diversity and inclusion. Child record forms contain full details of any dietary, religious, cultural or linguistic needs. A broad selection of resources are enjoyed depicting positive images of diversity and activities are planned to extend children's understanding of different cultural and linguistic backgrounds. For example, children are enjoying making flags from their family backgrounds and the welcome poster encompasses hello in a variety of different languages, incorporating the cultural diversity of the setting. Staff demonstrate a positive awareness of the differences between how boys and girls learn and develop and provide opportunities to enhance learning opportunities. When planning for individual needs staff team take into account their age, gender and individual character. For example, staff observe that the sand tray is not been being fully utilised by both genders and have taken steps to make this more appealing by adding a castle and play figures as an additional option.

Partnerships with parents are very good. A settling in period tailored to meet individual needs aids the transition from home to preschool. Parents are very happy with the preschool and praise the friendly, approachable staff team. Staff constantly liaise with parents about their child's progress and developmental profiles are available for them to look through at any time. The setting has formed partnerships with the local Early Years team, outside agencies and other childcare professionals.

Since registration the pre-school has further enhanced areas within the setting to improve outcomes for children. For example, the outdoor area used by the children has been extended to enable them to have a larger space to enjoy. Although a formal self evaluation form has not completed self evaluation systems have been used effectively to identify areas for further development and to extend practices within the setting. For example, future planning records clearly identify new initiatives and recommendations have been completed following advice from the early years development worker. Currently the setting does not actively seek the views of others as part of the self evaluation system. Risk assessments have been used to identify and minimise any hazards, thus ensuring children's ongoing safety. The Manager and staff team work well together as a team and demonstrate a shared vision towards the ongoing development of the setting. Staff deployment is very good and this ensures children's safety as well as providing valuable learning opportunities. For example, staff sit with the children and join in their conversations asking open ended questions to extend children's communication, understanding and vocabulary.

All records required for the safe and efficient management of the setting are available. A comprehensive range of written policies and procedures are in place and these clearly underpin the setting's practices.

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

Children generally experience a broad and well balanced range of activities and experiences in the indoor and outdoor environments and there is a balance of adult directed and child initiated activities. Children learn about colours, shapes and number through the different activities available. The staff team actively contributes to and extends children's learning through skilful questions and the introduction of new vocabulary. However currently resources to develop children's understanding of information and technology are limited.

Many children are able to identify initial letters and sounds because staff ensure that they have opportunities to see their names displayed on name cards at snack time, on their artwork and on their coat pegs. Children independently try and find their name upon arrival to the setting. Staff initially add a pictorial clue starting with the child's initial letter and as children identify their name independently staff increase the difficulty by removing the pictorial clue. This will then be extended further for those that are ready by introducing the initial letters of surnames.

The key person system ensures that staff know each child individually and can effectively plan for their needs through observation and assessment outlined during initial conversations with parent/carers. Staff use the Early Years foundation stage framework to highlight progress in the six areas of learning and written observations target the next steps of development. This information is used to inform future planning, making sure all areas of learning are incorporated.

Children benefit from being cared for in an environment where a high standard of

hygiene practice is maintained. All children learn about hygiene routines through washing their hands at appropriate times throughout the session, for example, prior to snack time and after using the toilet. Children are developing valuable healthy eating habits as staff encourage them to try a wide variety of different snacks, such as a broad selection of different fruits, pitta bread and dips or crackers and cheese. Independence is extremely well promoted during snack time as children make decisions about what they would like to eat and serve themselves from the selection of snacks and drinks available. Individual dietary needs are very well met by staff who are aware of their allergies, cultural and religious restrictions and dislikes. Snack time is used to incorporate skills such as counting, identifying colours and introducing new vocabulary. Additional skills are promoted as children use different utensils when preparing their snacks.

Children are well behaved within the preschool because the staff team are firm and consistent in their management of any inappropriate behaviour. Strategies used are relevant to the individual age and level of understanding of each child. Staff continuously encourage sharing and turn taking which helps the children to establish close relationships with their peers. For example, when a small group of children are playing with the playdough a member of staff intervenes when one child snatches another child's ball of playdough and reinforces the need to play together and share. Children demonstrate beautiful manners, asking to leave the table after their snack time and saying please and thank you to their peers and staff.

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

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
--	-----