

# Sacred Steps Pre-School

Inspection report for early years provision

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EY429883

**Inspection date**

20/02/2012

**Inspector**

Jayne Rooke

**Setting address**

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**Telephone number**

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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**

Sacred Steps Pre-School is privately owned and managed. It was previously named Sacred Heart and re-opened at new premises in 2011, as Sacred Steps Pre-School. It operates from a scout building in Wyken, Coventry. The pre-school serves the local area and has links with two schools nearby. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term-time. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the pre-school at any one time, all of whom may be on the Early Years Register. There are currently 38 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three members of child care staff, all of whom hold appropriate early years qualifications. The pre-school is a member of a recognised pre-school organisation and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy a stimulating and varied range of play and learning experiences which present good levels of challenge and interest. Observation and assessment information is used very well to monitor and support each child's progress through most aspects of the Early Years Foundation Stage programme. Partnerships with parents, carers and other childcare organisations are well established. As a result, children settle quickly and feel welcomed within this well-organised and inclusive setting. Self-review systems are used to best effect, successfully promoting a culture of reflective practice and continuous professional development.

## **What steps need to be taken to improve provision further?**

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

- expand opportunities to offer support to parents for extending their child's learning in the home
- improve opportunities for children to develop and use their home language in their play and learning.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded because robust vetting procedures exist to protect them from harm and neglect. All staff are clear about the safeguarding policy and safety procedures work effectively in practice. Thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing to minimise risks to children. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Children develop a positive sense of identity and well-being within this warm and welcoming setting. They play with a wide range of toys and equipment which reflect diverse communities and backgrounds. Staff pay high regard to children's individual needs, taking effective steps to support families who speak English as an additional language. However, opportunities for children to develop and use their home language in their play and learning are not always extended to their full potential.

Successful self-evaluation systems help the provider to identify what works well and to highlight key areas for improvement. This results in continual improvements to the organisation of the setting and children's outdoor learning. The views and feelings of the children and their parents are highly regarded, leading to informed choices and decisions about children's routines, activities and events. Written and verbal comments received from parents are very positive and complimentary about the care and service provided. Partnerships with parents, carers and other professional childcare agencies are strong and supportive, leading to consistent care and support for all children. However, opportunities to offer support to parents for extending their child's learning in the home are not fully utilised.

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

Children benefit from a broad range of stimulating learning and development experiences which offer them good levels of challenge. Observations and assessments are carefully structured to support and enhance children's ongoing development. This ensures that all children make good progress towards the early learning goals. For example, younger children learn how to handle pencils and crayons to make marks and patterns, in preparation for writing recognisable letters and words. Additional resources such as interactive marker boards and a wide range of craft activities, help children to gain increasing control of their large and fine movements. They become competent at using technology equipment, switching the overhead projector on and off to create a shadow picture, using a variety of interesting objects. Children demonstrate an awareness of space as they move around obstacles freely and use small and large climbing equipment with confidence and control. They enjoy opportunities for quiet and rest, snuggling into a cosy corner to read a book and to listen to a story. Outdoor play is a regular

feature of children's daily routine, where they can explore and investigate the natural environment and benefit from fresh air and exercise. They are beginning to negotiate turns and are willing to join in with others to achieve a goal, such as pushing and peddling a two-seater trike to get to the top of the hill.

Children initiate their own make believe play, bathing babies and taking them for a walk in the pushchair. They are beginning to show an understanding of money values as they purchase items from the shop for 'thirty pounds'. They recognise number names and use numbers to count, sort and match a range of objects in their planned activities and everyday play.

Children play with toys and equipment which reflect diverse communities and take part in a variety of cultural festivities throughout the year. This helps children from different backgrounds to value themselves and others. The effective use of key group time enables all children to feel comfortable, safe and settled. As a result, they join in enthusiastically with the welcome song, greeting each other with smiles and happy expressions. They are keen to participate in fund-raising events, smiling broadly to have a photograph taken of their painted face. This enables them to communicate their thoughts and feelings and to develop positive relationships with each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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