

St Mary's and St Peter's Pre School

Inspection report for early years provision

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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 Mary's and St Peter's Pre School is registered by Ofsted on the Early Years Register and opened in 1991. It is a sessional group located in a self-contained building, with its own outdoor play area, within the grounds of St Mary's and St Peter's School C E Primary School. Whilst the preschool maintains very close links with the main school, it is owned and run by a management committee and has registered charitable status.

The preschool operates mornings and afternoons from Monday to Friday from 8.50am to 12 noon and in the afternoons between 12.20pm and 3.30pm, during term time only. A maximum of 24 children aged from three years may attend at any one time. There are currently 48 children in the early years age range on roll. There are six members of staff, all of whom hold appropriate early years qualifications. The preschool provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally motivated and eager to come into the preschool and continue their learning. They quickly engage in a wide range of interesting and stimulating activities often child initiated in the inclusive environment. Highly skilled staff provide excellent levels of support and clearly know the children exceptionally well. As a result children make rapid progress in their learning and development. Staff work exceptionally hard to secure positive relationships with parents and carers and partnerships with other early years settings that are generally effective. Very effective systems are in place to ensure parents, children, management and staff are involved in the decision-making. As a result, they are well placed to secure continuous improvement and provide extremely positive outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening the systems to work together with other practitioners to support transition and consistency between the settings.

The effectiveness of leadership and management of the early years provision

All staff and management have a clear knowledge and understanding of how to safeguard children. The majority of staff have attended related training. This is discussed at inset days to enable everyone to be familiar with what to do in the event of a concern in children's welfare. Highly effective risk assessments and daily safety checks enables staff to provide a safe and secure environment. At the time of the inspection there was extensive building work. Staff use this opportunity to teach children how to keep themselves safe particularly around machinery. They have introduced an area where children can create their own buildings using a large wooden blocks. They know they must wear a hard hat to promote their safety. Rigorous and robust recruitment and vetting procedures and comprehensive inductions enables management to appoint suitable people. All the required documentation is in place to maintain children's safety.

Management and staff work exceptionally well together and all their skills are valued. As a result, they have high expectations for the children to enable them to become confident and independent learners. Highly effective systems enable everyone to be involved in monitoring and evaluating. Children work along side staff to create a healthy and stimulating environment. A child proudly shows a visiting adult the checklist they made to keep the toilets suitable for use. Management and staff evaluate information gathered from parents, children and each other to devise an improvement plan. This means they have clear direction and ambition to provide high-quality care and education for all children.

The preschool is exceptionally well-resourced, providing excellent play and learning opportunities, both indoors and in the outdoor area. Children confidently move between the various play areas independently. They are keen to develop their own ideas and use the resources accordingly. For example, several children choose to dig using shovels, a wheelbarrow and water from the outside tap. A child notices another child is having difficulties using a shovel. They immediately suggest trying the different shaped shovel and praise the child when they succeed in digging down to Australia. There is an extensive range of resources providing positive images of many aspects of our diverse society that the children used in everyday play. Consequently, children show high levels of respect and value differences.

Highly effective and successful partnerships with parents and carers enable them all to be involved in the child's care and learning. As a result parents feel their contributions are valued and they are keen to share their skills. Several parents visit, one encourages the children to learn how to play the clarinet and another helps them to plant and grow pumpkins. Parents value their home visits when the children are first starting and the high levels of communication means they feel they know exactly how their children are progressing. A parent reports they had very high expectations and they are not disappointed. They feel the staff really know the children and grasp their individuality. Other parents really feel their children are making excellent progress because staff are dedicated and approachable. Staff have excellent links with the school and other early years settings including childminders that children attend. However, the majority of the

information is shared at the start of each term rather than on an ongoing basis to fully maximise a shared approach.

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

Children are exceptionally confident, motivated and keen to learn. They quickly become immersed in their play and learning. Children benefit from the staff being welcoming and highly skilled in knowing when to intervene and when to let children develop their own ideas. Children choose to play with the real woodwork tools. They recognise they can only have two children at a time playing with them and agree who will use what tool. The children decide what they are going to make. A member of staff is close by to oversee but not to take over the activity. As a result, the children decide to remove a nail using pliers and work together, with one holding the piece of wood in the other using the pliers. Children are very confident in talking to each other on an individual basis and in groups. They are able to recognise the needs of others and show exceptional kindness to each other. Several children thoroughly enjoy playing 'the farmer's in the den'. A child recognises another child is not confident and says 'Don't pick them they don't want to be the farmer'. Member of staff praises them saying how thoughtful they had been. Children are exceptionally independent and are confident to develop their own ideas. During role-play, two children agree the roles and invite a visiting adult to join them. They are keen to tell them about their play and how they need to tidy up the role-play area because they may slip and fall. Children are developing secure relationships with the staff and each other. Several children are really keen to talk about going home with their friends for lunch. They play exceptionally well together throughout the session. Children confidently and spontaneously count developing their skills for the future. For example, several children pretend they are at the cinema, lining up the chairs counting the numbers of children and the numbers of chairs to make sure they have enough. They talk about the different flavours of their pretend popcorn and are keen to invite staff to join them in watching the pretend film. Children confidently use the computer and show high levels of skill. They independently turn it on and select the program they wish to complete from the screen. Children know they need to wait for their turn and use the sand timer to recognise when it is their turn.

Staff are exceptionally knowledgeable about the Early Years Foundation Stage framework and how children learn and develop, recognising their individuality. Each child is assigned a key person, who is exceptionally knowledgeable about the child's individual needs and learning styles. Staff complete observations and regularly share children's learning journeys with parents and children, to involve them in the process. They use the gathered information to effectively plan the next steps in their development. Consequently, children make rapid progress in all areas of their learning and development.

Children quickly learn about healthy lifestyles. They independently choose when to have their snack and automatically wash their hands and put their cup and plate in

the bin before putting the food scraps in the compost bin. They are keen to tell a visiting adult that is for the worms. Staff have introduced a wormery to promote children's understanding about recycling and sustainability. Children are exceptionally independent in their personal care skills. They automatically find a tissue, below their nose and disposing of it appropriately and generally wash their hands. Children develop their physical skills exceptionally well as they participate enthusiastically in a music and movement session. They show excellent awareness of the space around them as they move following simple instructions. Children quickly develop an excellent understanding of safety issues. They know when they use different equipment how to use it safely and staff have used the extensive building work as a learning tool to promote discussion about safe practices. Children's behaviour is exemplary. They show exceptional kindness to each other and to the staff. They automatically say please and thank you or excuse me if they notice somebody is talking. During circle time children and talk about their families. A child is eager to tell his friends that he is going on holiday at Easter where there is a big swimming pool. Other children talk about visiting the museum. Staff use effective questioning to extend the discussion and include others. Children learn to value and respect others through celebrating a wide variety of festivals and celebrations throughout the year.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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