

# St Edmunds Catholic Pre-School and Sunshine Club

Inspection report for early years provision

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| <b>Unique reference number</b> | EY287923      |
| <b>Inspection date</b>         | 21/03/2012    |
| <b>Inspector</b>               | Janet Keeling |

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| <b>Setting address</b> | 21 Westgate Street, Bury St. Edmunds, Suffolk, IP33 1QG |
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|                         |              |
|-------------------------|--------------|
| <b>Telephone number</b> | 01284 752700 |
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**Email**

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| <b>Type of setting</b> | 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. Edmund's Catholic Pre-School and Sunshine Club originally opened in 1984 and re-registered at their current location in 2004. The setting is run by a voluntary management committee and operates from a purpose-built building in the grounds of St. Edmund's Catholic Primary School in the centre of Bury St. Edmunds. The setting provides before and after school care, a pre-school and holiday club. 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 26 children from two years to under eight years may attend the setting at any one time. The setting also provides care for children from eight to 11 years. There are currently 133 children on roll, of whom, 47 are within the early years age group. The setting opens Monday to Friday from 8am to 6pm. The setting operates for 49 weeks of the year. 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 who speak English as 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 nine members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 6, one holds a NVQ at level 5, two hold NVQs at level 4, and four hold NVQs 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 thoroughly enjoy their time at the setting. They engage in a range of enjoyable and stimulating activities, and as a result, they make good progress in their learning and development. Staff are dedicated, caring and highly effective in ensuring that all children are exceptionally well integrated into this welcoming and child-friendly environment. Successful partnerships with parents and good links with other agencies have been firmly established, ensuring children's individual needs are fully supported. Most policies and procedures are thorough and implemented effectively to safeguard and promote children's welfare. The manager and staff are highly motivated and extremely enthusiastic, and together, they embrace the process of self-evaluation and demonstrate an inspiring approach towards the continued development 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 organisation of large group time in order to maximise children's learning
- improve arrangements for the safe storage of children's lunch boxes.

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

Good priority is given to safeguarding and protecting children. All staff have a good understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent and demonstrate a good understanding of their roles and responsibilities. They routinely verify the identity of all visitors and implement effective procedures for the safe arrival and collection of children. Risk assessments and daily checks ensure that potential hazards to children are minimised. Effective evacuation procedures are displayed and staff ensure that regular fire drills are completed. All required documentation is in place and available for inspection. The environment is very welcoming, stimulating and well organised. Furniture, equipment and resources are of a very high quality and fully accessible to all children. Staff are extremely vigilant and successfully deployed to ensure that children are kept safe at all times.

Staff are caring, work well together as a team and embrace the process of self-evaluation. They place inclusive practice at the heart of their work, ensuring that every child is fully included and integrated. The manager has established effective partnerships with external agencies, ensuring that every child receives high levels of support at an early age. Staff also work successfully in partnership with the host school and have developed positive links with the reception class teacher. Consequently, this has a positive impact on the children's future needs as many of them move on to attend the school where they will see familiar adults and be familiar with their new learning environment. Daily briefing sessions, regular staff meetings and ongoing discussions between staff, all enhance the effective channels of communication within the setting. Staff are committed towards continuing their own professional development and regularly attend relevant training courses in order to further develop their knowledge and skills.

Staff demonstrate an exceptional commitment to working in partnership with parents. They dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well informed regarding their children's care and learning and are aware that they can speak to their child's key person at any time. Staff routinely involve parents in their child's continuous learning. They are invited to make comments in their child's learning folders and to contribute to the 'Wow' board. They access a wealth of information regarding the setting through the use of a parents' notice board, newsletters and parents' evenings. In addition to this, parents are able to see their children's work displayed around the playroom together with many beautiful photographs of them enjoying an array of activities while at the setting. Parents expressed excellent views of the setting during the

inspection. Comments included, 'staff are extremely welcoming and very approachable', 'the setting has met all our expectations', and, 'staff are fantastic'.

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

Children happily enter the setting and receive a very warm welcome from staff. Children immerse themselves in their surroundings and show good levels of curiosity and imagination. Space, both indoors and outdoors is welcoming and stimulating. Staff skilfully interact with the children and support them as they play. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Children also benefit greatly from small group work however, large group time such as story-time does not always fully engage all children and maximise their learning. On admission to the setting information about each child is gathered through discussion with parents and carers. Staff know the children very well, they observe and assess them as they play and use information gained to support each child's ongoing learning. All children have an individual learning journey folder which contains both photographic and written information of their learning and achievements. These folders are shared with parents during parent consultation meetings and are available for them to see at anytime.

Children enjoy a range of enjoyable and stimulating activities and as a result, they make good progress in their learning and development. They benefit from an immensely positive environment where staff are skilled at encouraging their thoughts and ideas. Children relate well to each other and to staff and are confident, enthusiastic and eager to learn. Children develop a love for books. They freely access a wide range of familiar books in the cosy book area where they sit and browse and also enjoy sharing one with a friend. They enjoy music and enthusiastically join in with a range of songs and action rhymes. There is great excitement as they tunefully sing 'The Wheels on the Bus' and 'Twinkle, Twinkle Little Star'. Their creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media. For example, one group of children enthusiastically knead and roll dough while others eagerly explore sand. Children confidently access a range of technology, such as a camera, an interactive white board screen and a computer. They thoroughly enjoy opportunities to engage in cooking activities. For example, they bake banana bread, muffins and flapjacks and choose healthy toppings for their pizzas. They enjoy being in the fresh air and relish outdoor play activities. Their physical development is supported very well as they confidently pedal bikes, skilfully throw and catch balls and negotiate several steps on the play house ladder. They also explore a wide range of equipment in the school grounds. They enjoy the challenges of walking across the rocker bridge and the wooden stepping stones and relish exploring the pirate ship as they talk about finding the hidden treasure. They have good opportunities to explore their natural environment. They plant daffodils, tomatoes and leeks and talk about the importance of water and sun in the growing process. Children have good opportunities to explore their local community as they visit the local church, library and pet shop. In addition, they

purchase ingredients for their cooking activity from a local supermarket and visit the town's market stalls to buy flowers for their planting area.

Children are happy, secure and develop an exceptional sense of belonging at the setting. They are encouraged to make choices and decisions about their own play and learning and respond to staff expectations. They have learned the simple rules of working happily with others, and as a result they share, take turns and cooperate extremely well as they play and interact together. They treat each other with respect and are learning to show sensitivity towards people of other cultures and beliefs. This is enhanced effectively as they celebrate a variety of festivals such as birthdays, Christmas and Chinese New Year. Children are encouraged to develop their own personal hygiene skills, such as independent toileting and automatically washing their hands before eating food. They learn about healthy lifestyles, enjoy healthy snacks each day and freely access drinking water during the session ensuring that they remain hydrated. At lunch time children can either bring in their own lunch boxes or order a freshly prepared meal from the school canteen. However, procedures for the storage of lunch boxes are not always implemented consistently. Children have good opportunities to learn how to stay safe as they discuss the appropriate use of equipment, engage in emergency evacuation procedures and talk about road safety while out walking. Overall, children demonstrate that they are acquiring good skills that will help and support them in the future.

## 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

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| <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

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| <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   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| 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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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| 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

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| <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        | 1 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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