

St. Helens Pre School

Inspection report for early years provision

Unique reference number 254281
Inspection date 01/03/2012
Inspector Jacqueline Mason

Setting address Gurney Road, New Costessey, Norwich, Norfolk, NR5 0HH

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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*.

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. Helens Pre School opened in 1966 and serves the local community. It operates from the church hall on Gurney Road in Costessey, Norwich. The setting is open from Monday to Friday during school term time. Sessions run from 8.45am to 2.45pm.

The setting is registered on the Early Years Register to care for no more than 26 children in the early years age range at any one time. None of these children may be under two years of age. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently 80 children on roll who attend for a variety of sessions.

There are 11 staff members who work directly with the children. Most staff, including the manager hold relevant childcare qualifications appropriate to their post.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are deployed well and have a sound knowledge and understanding of the Early Years Foundation Stage to help children make good progress in their learning and development. Staff encourage children to take part in a range of interesting and stimulating activities according to their age and level of understanding, including helping them to learn to lead healthy lifestyles. Equality and diversity is promoted satisfactorily and most safeguarding and documentation requirements are met. Partnerships with parents are effective and staff are beginning to establish partnerships with others, who provide care, learning and support for some of the children on roll. Methods to evaluate the setting's strengths and areas for development are explored, in order to promote better outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the name, home address and telephone number of the provider and any other person living or employed on the premises, with regard to a record of those who make up the governing body (Documentation). 09/03/2012

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

- develop and maintain a regular two-way flow of information with all other providers who deliver the Early Years Foundation Stage to the children on roll

- promote equality of opportunity, with regard to raising staff awareness of children's ethnicity and putting in place processes to celebrate children's differing cultural backgrounds.

The effectiveness of leadership and management of the early years provision

Systems to safeguard children are implemented well as staff have an up-to-date knowledge and understanding of child protection issues. They have a good awareness of the signs and symptoms of abuse and know how to report concerns. All staff and committee members undergo an enhanced Criminal Record Bureau check and a record of this is maintained on-site. However, a record of the details of the members who make up the governing body is not maintained and this is a breach of requirements. The continuing suitability of staff is monitored through a yearly appraisal system. Risk assessments are carried out to ensure that children are able to play safely. A daily checklist of the premises is also maintained as the building is used by others when the setting is not in operation. This ensures that all hazards have been identified and steps taken to reduce risks to children. Comprehensive risk assessments are also conducted for outings to ensure that community facilities used by children are checked, in order to keep them safe.

Policies and procedures, necessary for the safe and efficient running of the setting, are in place and are available to parents to help them make informed decisions about their children's care. Partnerships with parents are good. They are kept informed about their children's progress through the sharing of developmental records. Staff recognise parents as their child's key educator and have good systems in place to encourage them to continue to be involved in their children's learning; including a loan scheme for story books and the use of 'bags for families'. The setting has established some partnerships with others, who provide the Early Years Foundation Stage to children on roll. However, this is not consistent for all children, in order to promote continuity of care and ensure that any developmental concerns are quickly identified and managed.

Leaders and managers are working hard at all levels to drive and secure improvement. Managers and staff are aware of the benefits of self-evaluation and they work toward the local authority grading system. The setting's own self-evaluation plans help to identify weaknesses in the provision and are designed to enable the progression of the setting and promote better outcomes for children. Steps have been taken to seek the views of others, for example, through parental questionnaires. Staff are encouraged to further their own professional development and attend relevant training courses and workshops.

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

The quality of teaching and learning is good. Staff know the children very well and gather useful information from parents when children first attend the setting, in order to establish children's starting points and identify their likes, dislikes and interests. A key worker system is implemented to provide each child with a named person to take responsibility for children's day-to-day learning and enjoyment and liaise with parents. Regular observations of children are carried out and these are assessed effectively to identify the next steps in their learning. Assessments are fed through to planning, in order that a balanced curriculum is provided, which promotes all areas of learning through a good balance of adult-led activities and child-initiated play.

Children have fun in the setting and feel safe and secure. They have excellent relationships with staff. The setting is calm and relaxed, enabling children to separate from their main carer with little or no problems. Staff treat children with genuine warmth and positive regard, supporting them, who are new to the setting or not confident to explore, with caring words and cuddles. Children's behaviour is exemplary and good behaviour is valued and praised, promoting self-esteem. As a result, children are learning right from wrong and are developing good relationships with each other, playing cooperatively together in the home corner and taking turns with popular resources, such as the computer. Positive images of culture, gender and disability are provided, such as wheelchairs in the small world dolls' house. However, staff are not secure in their own knowledge of equality and diversity to help children learn about their own cultures and customs and those of others and ensure that they are meeting the needs of all groups of children, including those from ethnic minority groups.

Staff are actively engaged in children's play and spend their time working directly with them. The quality of the interaction is good. Children are encouraged in conversation and staff promote the development of language skills well, listening to children and respecting what they have to say. They engage children in interesting and stimulating activities, such as re-enacting the story of 'The three little pigs', using straw, short planks of wood and foam blocks. Children confidently predict what happens next and take turns to be the wolf. They suggest alternative endings to the story, talking with adults about what would happen if the wolf was kind. Staff take opportunities, such as these, to help children learn about kindness and being caring. Children also play imaginatively using malleable materials, creating a garden and house using play dough, carefully rolling small strands to represent the rays of the sun and using cutters competently to cut out shapes, such as butterflies. They count spontaneously, such as the number of hearts shapes that have been cut out of the play dough. Through this and children's access to technology, such as laptops, they are becoming inquisitive learners and are developing skills for the future.

Consistent routines are followed and this helps children to be settled and develop a sense of belonging as they know what happens next throughout the day. Parents are encouraged to provide healthy snacks and a rolling snack programme is in

place, so that children can take ownership of their health and eat when they are hungry. Children who stay for lunch bring their own lunch boxes and this time is promoted effectively as a social experience in which children can talk about their day with staff and other children. Fresh drinking water is kept readily available, so that children can help themselves to a drink throughout the morning. Children enjoy outdoor play, and this is promoted very well to encourage children towards a healthy lifestyle. The outdoor play area is large and welcoming and the setting provides Wellington boots and waterproof leggings, so that children are able to play outdoors in all weather. Children are helped to play safely, such as when they are showing each other how they do Kung-fu (some children in the setting attend Kung-fu classes) the staff help children to consider spatial awareness and the need to keep themselves and others, safe from contact.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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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