

St Paul's Pre School

Inspection report for early years provision

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Inspector Shirley Wilkes

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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

St Paul's Pre School was re-registered under new ownership in 2011. It operates from five rooms in St Paul's Church Hall in Heaton Moor, Stockport. There is a fully enclosed outdoor play area. The pre-school opens Monday to Friday during school term times. Sessions are from 8.30am to 12.30pm.

A maximum of 32 children may attend at any one time and there are currently 44 children on roll. The setting is registered on the Early Years Register. Children are able to attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities.

The setting employs eight members of childcare staff, seven of whom hold appropriate early years qualifications. It 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 and confident and enjoy their time at the setting. They make good progress towards the early learning goals. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Documentation is maintained well and all relevant policies and procedures are reflective of practice and suitably implemented. Overall, children's care and learning needs are met as the setting works closely with parents and relevant professionals. Relationships with other providers of the Early Years Foundation Stage are still being developed. The setting is committed to continually improving their practice through ongoing self-evaluation and training.

What steps need to be taken to improve provision further?

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

- develop further effective communication methods between settings to ensure that there is continuity in children's learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. A robust recruitment and vetting procedure ensures that staff are suitable to be working with children and hold appropriate qualifications. Comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running of the setting. Risk assessments identify potential hazards and show how risks are minimised. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Space is used extremely well and the setting strives to make the environment child friendly with displays of

children's artwork and age-appropriate resources set out around the rooms, which helps the children to settle happily. Staff are extremely well deployed to support children in their play. They have a very good understanding of children's individual needs and recognise and value their differences. All children are able to access a good selection of resources to learn about the wider world and other cultures and they take part in celebrating various festivals.

Excellent partnerships have been developed with parents. They are invited to parents' evenings, when they can look at their children's folders, read reports and make comments about their progress. An electronic photo album enables parents to see what their children have been doing during their time at pre-school. Regular discussions as they drop off or collect their child and the use of notice boards, newsletters and a comments box all help parents to be fully involved in the setting. It is evident from questionnaires received and discussions with parents that they appreciate and are extremely supportive of the pre-school. They say that it provides a warm atmosphere and that staff are friendly and caring.

The staff recognise the importance of working with other professionals to meet children's individual needs. Links with other settings children attend enable children's care needs to be met; however, this has not been fully developed to ensure consistency in their learning. Excellent relationships with the nearby school most children will attend ensure a smooth transition as children move on in their education. The management team and staff have begun to evaluate the setting. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. The staff have a good understanding of their strengths and areas for improvement, such as improving the opportunities for children to design and make.

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

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. Children enjoy themselves in the friendly and warm environment where they feel safe and secure. They develop a sense of belonging as they see their artwork displayed. They make good friends, they chat while they play, and they are encouraged to play together and learn about right and wrong. They develop their independence as they choose what they play with and readily seek further resources to enhance their play. Staff observe children during play and record their achievements. They use these observations to plan next steps for them to work towards. As a result, children make good progress. Children develop excellent skills for the future through the range of activities, such as exploring technology using the computer, and help with the day-to-day chores, such as washing cups and bowls after snack time. Children self-register at group time, finding their name cards and then writing their names on the whiteboard.

Mathematical and scientific concepts are introduced during everyday play and routines. Children ably count and recognise various shapes. They develop hand control needed for later writing as they use a range of tools throughout the

session, selecting their own resources at the art and craft table from the wheeled storage box. Their language skills are developing as staff engage in their play and take time to listen to them in small group time and during their free play. Children enjoy stories with staff, sitting with small groups for story time. Routines, such as getting coats on for outdoor play and taking care of their own personal hygiene, help develop their independence. Children are encouraged to pour their own drinks and self-select their snack at their cafe after self-registering using their name cards. All children take responsibility for tidying up, which they complete with enthusiasm. Behaviour is good in the setting. Children begin to understand the need to share and take turns and are appropriately supported by staff.

Children develop a range of physical skills and benefit from fresh air and exercise as they access the outdoor play area within their key groups. They enjoy riding on bikes and playing skittles. A mini gym takes place using the tunnels, trampoline and climbing frame to further their physical development. Children learn about a variety of cultural festivals and special events, such as Christmas and Chinese New Year. They create artwork and look at books. The children have also recently celebrated St George's Day, creating a wealth of artwork and developing the 'castle corner' which is complete with a dragon. Children learn about living things in the bug hunt area and about the wider community when taking part in fundraising activities. They are encouraged to follow effective hygiene routines, such as hand cleansing before snacks and the use of paper towels and liquid soap to wash their hands after using the toilet. The setting promotes healthy eating and a variety of healthy snacks are provided, such as fruit and toast.

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	1

The quality of the provision in the Early Years Foundation Stage

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

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

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