

St Johns Pre-School

Inspection report for early years provision

Unique reference number

EY438858

Inspection date

16/05/2012

Inspector

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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 Johns Pre-School was originally registered in 1976 and registered again with the management committee for the charity in 2011. It operates from a single story building standing in an inner city community, close to the centre of Liverpool. Children have access to a secure outdoor play area.

The pre-school opens Monday to Friday from 8.30am until 5pm, all year round, excluding bank holidays and two weeks at Christmas. A maximum of 30 children may attend under eight years at any one time, of whom, none may be under two years old. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 35 children attending, who are within the early years age range. The pre-school is in receipt of funding for the provision of free early education to children aged three- and four-years-old. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a Foundation degree. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well developed understanding of children's individual needs. Therefore, their learning and welfare are mostly successfully promoted. Children are safe and secure and robust documentation and procedures are in place to maintain their safety. Partnerships with parents and other agencies are significant in making sure that the needs of all children are met, along with any special educational needs and/or disabilities. This means that the children progress well in relation to their age, ability and starting points. Regular self-evaluation by the manager, staff and parents makes sure that priorities for development are identified and addressed in most areas.

What steps need to be taken to improve provision further?

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

- provide an environment that is rich in numbers, for example, by displaying numerals in purposeful contexts
- review the organisation of snacks and meals to ensure children's independence is supported.

The effectiveness of leadership and management of the early years provision

Children are thoroughly safeguarded because staff have a secure understanding of the indicators of abuse and the procedure to follow, should they have a concern about a child. Robust recruitment and selection procedures are in place and continued suitability is monitored effectively through regular appraisals. All the required documentation is all in place. There are comprehensive policy and procedure documents in place, which are shared with all staff and parents. Extensive risk assessments are in place to ensure the safety of all.

The setting is committed to continuous development and strives for excellence. Self-evaluation is well used to clearly identify specific areas for development, which bring about improved outcomes for children. Staff and parents are involved in the process, which gives them ownership of the success. Staff attend a wealth of training and the knowledge gained is well implemented into practice in the pre-school.

Children play in a warm and bright setting. Examples of children's work and commercial posters adorn the walls and hang from the ceilings. Resources are plentiful and well organised to allow ease of access, with drawers being labelled with words and pictures. Resources and posters showing positive images of diversity are in place and children participate in many activities, such as, visits to China town, Spanish lessons and tasting food from around the world. Staff are well deployed and move around the rooms to support learning at the various activities. However, snack and lunch times are not well organised and children are sat at the table for long periods of time. In the main, the key person system is well used to ensure children's needs are effectively met.

Partnerships with parents are well established. Parents are highly complimentary about the information they receive and how their comments are valued and acted upon. This is enhanced through the regular progress sheets, enabling parents and the key person to discuss progress and agree the child's next steps. Partnerships with other agencies are very well used to support individual needs. Staff and management use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements.

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

Children are happy and enjoy their time at the pre-school. Observation, assessment and planning are well established. Clear tracking of children ensures staff have a very clear picture of progress and can identify any special educational needs and/or disabilities early. This means early intervention is in place, so that all children have an equal opportunity to succeed. Observations are well used to plan activities, which are both stimulating to the children and provide for their next steps.

Children enjoy sharing stories in the cosy area. They read to their peers and ask staff questions about the pictures. Flash cards and labels are well used with the older children to consolidate their understanding that print carries meaning. There are plenty of opportunities to make marks, particularly in the well used mark-making areas, but also in role play, sand and with water and chalks on pavements and walls outdoors. There are many activities, which support an understanding of number. Children count the different types on animals within the water and when reading stories or playing games on the smart board. However, numbers displayed around the setting are limited and therefore, do not promote the children's awareness of numerals in appropriate contexts. They talk about shapes when building with blocks and talk about whether there is enough space when tidying away.

Children learn about the world around them through a variety of activities. Through which, they develop an understanding of the diverse nature of society. They enjoy and benefit from activities and resources from parents, who share information about their culture and provide clothing for children to dress-up in different traditional costumes and items to decorate the pre-school. They plant seeds and watch them grow. They eagerly watch the caterpillars as they grow, knowing that they will soon become butterflies. Their information and communication technology skills are well developed and there are ample resources across the pre-school, including the use of an interactive white board. Children thoroughly enjoy dressing-up and being in role in the various role play areas, especially the garden centre where they buy bulbs, grow flowers and harvest crops. There are many opportunities for children to be creative, for example, they mix two colours together, watching as they magically change into another colour. Then they record their findings on a colour mix chart. Good interactions from staff support their learning.

Behaviour is good and staff use a range of strategies for managing their behaviour, including incentives, such as helping at snack time. They learn to share and take turns and staff are close by to help them to resolve any issues. Children across the pre-school have a strong sense of belonging because staff know their needs and celebrate their achievements. Children are safe and secure and older children clearly know the boundaries. Children eat healthy, home-made meals and snacks and understand that this is important to grow strong and healthy. Children enjoy regular fresh air and exercise. The outdoor play area is well used and provides innovative activities and opportunities for children.

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	2

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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