

St Peter's Kindergarten

Inspection report for early years provision

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Inspector	Sandra Harwood
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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 Peter's Kindergarten was registered with Ofsted in 2001. It is managed by the governing body of St Peters RC Primary School in Lytham. The kindergarten operates from a classroom within the primary school. Children also have access to the infant school outdoor play area which includes the 'trim trail'. Children attend from the ages of two to four years on a full-time or a part-time basis.

The kindergarten is managed by a coordinator who holds a level 3 childcare qualification and level 4 in management. She is assisted by two staff, both holds a level 3 childcare qualification and one apprentice who has level 2 and is working towards level 3 in childcare.

The kindergarten operates Monday to Friday between 8.50am and 3.30pm. Sessions are from 8.50am to 11.50am and 12.30pm to 3.30pm. Additional care is given over the lunch period if required. When children attend all day there is a choice of a packed lunch supplied by parents or a hot, cooked school dinner. There are currently 38 children on roll. The kindergarten supports children with special educational needs and/or disabilities, none on roll at present and those who have English as a second language. The kindergarten receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This highly effective and stimulating setting respects and caters for all children's unique and individual needs exceptionally well. The extremely motivated and committed staff make sure that they successfully promote children's safety, welfare and learning to an excellent standard. Partnerships with parents, other agencies are highly effective in successfully promoting children's welfare and learning. This means that children are making excellent progress towards the early learning goals, given their age, ability and starting points. All the staff have a commitment to excellence and are constantly self-evaluating their practice to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- developing further ways of involving parents.

The effectiveness of leadership and management of the early years provision

All staff members are highly effective in ensuring children are safe. This is achieved through significant attention to child protection and safety. All staff have received up-to-date safeguarding training and demonstrate a high level of awareness and understanding. Policies and practices for referrals are clearly understood this ensures the staff is well placed to respond to any issues that may arise. Parent noticeboard informs of staff roles and responsibilities. Everyday practices are highly successful in promoting children's welfare. A full set of comprehensive policies and procedures are regularly reviewed and conscientiously implemented by the staff. Children are safeguarded by robust recruitment procedures, including Criminal Records Bureau checks, ensuring that all staff is suitable and safe to work with children. Detailed risk assessments are undertaken to ensure that the premises are extremely safe and free of hazards.

The learning environment is extremely well organised which enables children to make choices from an extremely high quality and extensive range of resources including a range of technological toys such as the computer and interactive whiteboard.

Equality and diversity are completely promoted and embraced by the staff, for example, by developing a visual timetable for a child to help him understand time. They are highly effective in ensuring that all children are well integrated and the development of all children in relation to their starting points is excellent. The staff consistently addresses the gender issue, for example, through a discussion about boy and girl colours explaining that colours are for everybody.

The supervisor makes exceptionally good use of resources, including training opportunities, to meet the needs of the children. Staff morale is very high as they work well together as an established team in an extremely positive and happy environment. Processes for managing the performance of staff and for their professional development are used exceptionally well. The deployment of staff and resources is excellent.

Partnerships with other professionals are extremely well developed and are highly effective in supporting children. Exceptionally close links with the school also helps with the smooth transition of the children when it is time for them to move on. Parents and carers are very well informed about all aspects of their children's achievements, well-being and development.

Regular observations and assessments provide staff and parents with information used very effectively to plan for children's next steps. Warm, enthusiastic and respectful verbal communications between parents and staff further enhance this. Staff demonstrate an excellent understanding of the Early Years Foundation Stage which means that all children work towards the early learning goals.

The self-evaluation process is well established and all parties with an interest are included in the process, for example, staff, parents and children. Key areas for

development are identified and addressed, resulting in sustained improvement to the setting.

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

Children thrive in this warm, welcoming and inclusive environment. The setting is very bright, with attractive displays of children's work and photographs, which helps them to feel included. This learning environment is purposefully resourced and effectively meets the needs of all of the children who attend. Children are able to move freely and safely around the setting because the staff ensures their environment is safe. Staff are proactive in role modelling manners, sharing and turn taking, which means that children are actively supported to use manners, share and take turns. All children have excellent opportunities to enjoy the fresh air as they freely access the fantastic outdoor play area. It provides them with so many opportunities to explore and learn. For example the forest trail where they learn about nature and football skills developed through working with the YMCA encouraging excellent physical development.

Children are learning about sustainability as they grow their own vegetables and herbs in the garden. They are extremely proud when these are then used within the school meals. They show an excellent understanding of being healthy as they make healthy choices at snack time. Children are developing an excellent understanding of the importance of hygiene because staff explain and encourage them to wash their hands at appropriate times. Children are also have an excellent awareness of how their bodies feel and how to address this, for example, when cold after being outside the children explained that to get warm you come back inside or running will make you warm.

Children confidently interact with staff and peers. Excellent negotiating skills are evident when discussing the weather 'is it raining, no it's cloudy but cold' until an agreement is reached. Children use language confidently as they clearly express their feelings, ideas and knowledge, for example, going to the doctors and what is going to happen there.

Children are actively involved in the planning within the setting resulting in the children making excellent progress in their learning and development due to the wonderful range of activities that are planned to meet their individual needs and interests. Regular observations and assessments provide staff and parents with information used very effectively to plan for children's next steps.

They learn about numeracy and problem solving as they count in many situations. They confidently use mark making in a variety of situations. Drawing a plan of the house and with the help of a staff member, measure then write the length. Children develop exceptionally good skills in information and communication technology through the use of the computer and interactive whiteboard.

Children make a positive contribution and learn to appreciate and respect the

diverse world we live in. They learn about different cultures by discussing various customs and beliefs.

Behaviour within the setting is excellent because the staff positively reinforces excellent behaviour and gently explains why certain behaviour is not acceptable.

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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