

# Little Saints of St Werburgh Pre-School

Village Hall, Pottery Road, Hoo, Rochester Kent, ME3 9BS

<b>Inspection date</b>	07/09/2012
Previous inspection date	12/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy their play inside and outside, making good use of the large spaces and different play areas because staff provide interesting activities in each of these.
- Children are very happy and form strong attachments to staff, who recognise and cater for their emotional needs and security successfully; for example, by allowing them free access to the comforters that they have brought from home.
- The key person system has successfully developed good quality relationships between staff, the children and their families. Good strategies have developed consistency in tackling any concerns about children's behaviour.
- Each staff member can easily find information about the next steps for every child's learning across all areas of development, so everyone knows what children need to learn next and can offer appropriate support, so all children progress well.

### It is not yet outstanding because

- Staff do not make the most of the daily routines and activities to help children gain the best possible early literacy skills ready for their eventual move to school.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector had discussions with the pre-school's deputy manager and talked with the owner/ manager.
- The inspector spoke to parents whilst they were waiting to enter the pre-school.
- The inspector was shown around the premises and visited the pre-school's two playrooms and the outdoor areas, observing children's play and staff teaching.
- The inspector undertook a joint observation of a teaching activity with the pre-school's manager on outside play.
- The inspector looked at a sample of documentation including evaluation and development plans, and a representative sample of children's development records.

## Inspector

Susan Scott

## Full Report

### Information about the setting

Little Saints of St Werburgh Pre-School registered in 2007. The pre-school operates from one main hall and a side room within the village hall in Hoo, Rochester, Kent. The pre-school is open each weekday from 9am to 12noon, during term times only. All children share access to outdoor play areas. The pre-school is accessible, but two steps lead to an additional play and snack area. There are currently 45 children aged from two to under

five years on roll. The pre-school provides funded early education for three- and four-year-old children. Children mainly attend from local areas and some from the wider community. The pre-school currently supports a number of children with special educational needs and/or disabilities and also a number of children who learn English as an additional language. The pre-school employs seven staff. All members of staff, including the provider, hold appropriate early years qualifications; four hold level 3 qualifications and three hold level two qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop children's early writing skills by providing opportunities for writing during role play and other activities, and by resourcing role play areas to encourage writing of signs with a real purpose, for example 'The pet shop'.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Many children are new to the pre-school and staff have successfully settled them all in within a short time. Children are happy and keen to explore the toys and activities, and to play with others. This is because staff show a good understanding of how to promote their learning and motivate them through their individual interests. For example, staff read and share books when children choose to use the book area, and encourage children to talk about their families and holidays when they draw pictures.

Staff keep extensive records of their observations, assessing children's progress accurately and using this information to construct plans that enable children to learn and develop. Children benefit from daily planning which ensures there are interesting activities within their capabilities. Children benefit from a list detailing their next steps in every area of learning and development, which all staff to consult and use to promote progress. Children each have a learning journal and a daily record, which contain frequent observations and assessments and photographs. Parents access these records regularly and feel free to comment in them or to discuss these with their child's key person, so they understand their children's progress.

Staff are knowledgeable about the children in their care. They gather information from parents and use this well so that children develop confidence and share their thoughts and ideas. For example, some children use their comforters, such as blankets or dummies, when they feel they need these and trust staff to put these aside most of the time. They are free to select from a large range of play resources and equipment inside and outside and are able to request other resources to support their play, so all find something of

interest. Staff also notice when their play would benefit from further extension and provide suggestions or resources for this to take learning forward. For instance when a child looks at another's sunglasses, staff immediately fetch another pair. In this way, staff motivate children to become thoroughly engaged in imaginative play and promote children's active learning.

Children's behaviour is very good. They learn how to share and show care for each other; older children sometimes assist the younger ones to help themselves to snacks and drinks. Staff are deployed well to support children's developing communication and language. Very young children using a toy water wheel are learning words like 'more' and 'round' from staff, as they demonstrate how it works. Other mathematical language is used by older children, who talk about the 'big jug' for filling drinks.

Staff provide children with an enjoyable range of activities to develop their physical skills. They use a challenging range of apparatus daily outside and they refine their coordination and hand control through using pencils, paint and printing materials. Some of the children over three years old are able to write their names on their work and show a sense of pride in their achievement. However, staff do not use all opportunities to promote children's interest in early writing. For example, the box of writing materials is not obvious to all and there are no examples of writing in the role play area.

### **The contribution of the early years provision to the well-being of children**

Staff nurture children's well-being very effectively through the good provision for their personal, social and emotional development. All staff display sensitivity and a good understanding of how to organise the provision so that all children feel secure and accepted. Children, including those who are just beginning to learn English, enjoy being here and show confidence in the staff. Staff use consistent strategies to support children's progress. The key person system is well established. It enhances children's feelings of safety and their ability to trust the adults who care for them. Children with special educational needs and/or disabilities are welcomed into the pre-school, and staff offer positive support to individual children so that all make good progress. For example, staff seek out specialist advice which they implement to support children's physical needs. Their communication needs are recognised by staff who have trained in the 'Every Child a Talker' initiative.

Staff support children's growing understanding of safety arrangements well. Children know how to keep themselves safe and describe the rules for walking back from the outside play areas. They are keen to take on physical challenges, such as walking along the low wall outside. They play harmoniously together and have confidence in staff who respond promptly to any behavioral concerns. Children take themselves to the toilet if they are old enough and staff are vigilant in helping those who wear nappies recognise when they need the toilet. Children wash their hands if these are messy after painting using the portable sink and some young children are reminded to dry them afterwards.

Staff make sure all children enjoy frequent use of the varied and stimulating outdoor play

areas by providing spare outdoor clothes and wellington boots for those who forget their own. Staff participate actively in some activities, helping children use the varied play apparatus confidently. Additionally, they encourage children to discover and discuss the wildlife they see when they use the field. Children choose when to help themselves to varied healthy options for snacks. They learn how to use the water cooler independently if they are thirsty. Children visit the local school and learn about the role of adults in the community, which helps to develop their understanding of the world and aids their eventual move to full time education.

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

The provider, who also manages the provision, has attended training on the changes to the Early Years Foundation Stage and is sharing information well with staff. Children are effectively safeguarded by the implementation of all the requirements of the Early Years Foundation Stage. The provider is trained as a designated lead for child protection and has a thorough understanding of her role. The strong staff team participate in a programme of professional development to meet the varied needs of the children attending. Staff evaluate the activities and provision on a regular basis, and address any issues that parents or their local authority support worker raise. They observe children closely and are experienced and sensitive in promoting children's well-being.

Recruitment, supervision and appraisal are focused on providing the best facilities, support and experiences for children and their families that staff can deliver. For instance, staff recognise that children often form strong attachments to adults other than their key person and share information efficiently to support this relationship. An example of this is the list of all children's next steps so that any staff member can adapt conversations and activities to meet the needs of children who join them in a small group. Children who need extra help or support are identified swiftly, and staff share information and strategies that are effective.

Self-evaluation is used to identify and address any issues noted by staff, and improvements are effected whenever parents express concerns about their children. Staff are able to describe many of the measures that have been reviewed and improved. Good improvements have been made since the last inspection and staff have gone over and above what was recommended. For example, the radiators now have thermostats fitted, which are checked regularly, as well as fixed guards, to promote the safety of children.

Parents are enthusiastic about the provision and many informed the inspector of their great satisfaction with the relationships they have with staff. Parents are familiar with their children's development and progress because they review their children's records frequently. They appreciate the positive conversations they have with staff on a daily basis. It is apparent from the comments parents make that the children benefit from the welcome extended to parents. Communication systems include regular texts which staff make in reply to concerns about children settling-in and being able to express their needs. Consent is used to confer with specialist agencies or professionals if there are queries

about children's individual needs. Staff are keen to implement the advice provided to support children. The provision values their relationship with the local school, particularly the reception class teacher who regularly communicates with them. This liaison helps support children's move to school well.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY366199
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	815531
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Teresa Jane Gissing
<b>Date of previous inspection</b>	12/11/2008
<b>Telephone number</b>	07761 960 799

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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