

St John's Under 5's Pre-School

125 Heckmondwike Road, DEWSBURY, West Yorkshire, WF13 3NT

Inspection date

Previous inspection date

13/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are making good progress in their learning and development and are supported well by knowledgeable staff.
- Staff support children with special educational needs and/or disabilities well and as a result they are making good progress.
- Staff readily help children learn about how to keep themselves safe and healthy through everyday routines and practices.
- Partnerships with other agencies involved in the care and education of children are a strong feature of the setting and as a result children are well-supported.

It is not yet outstanding because

- Some parents are not yet contributing their observations of their own children to the development records.
- Messages to children about what constitutes a healthy diet are not always clear because children are not always encouraged to choose only the healthy options from their lunch boxes.

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 observed the activities indoors and outdoors.
- The inspector spoke with the manager, members of the staff team and children at appropriate times throughout the day.
- The inspector looked at children's learning journeys, planning documentation, self-evaluation form and some policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Helene Terry

Full Report

Information about the setting

St John's Under 5's Pre-School was registered as a limited company in 2012. It is managed by a voluntary committee. It operates from one large playroom in a converted library in Dewsbury Moor, Dewsbury, West Yorkshire. The pre-school is affiliated to the local children's centre. There is access to schools, parks and public transport in the area. The pre-school serves the local and wider community. Children have access to an outdoor play area. The pre-school is open each weekday, term time only, between 9am to 3pm. Children attend for a variety of sessions.

The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. The pre-school is registered on the Early Years Register and currently has 42 children on roll. The pre-school also supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently seven members of staff employed to care for the children, all of whom have early years qualifications at level 2 or above. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- develop further means of involving parents in contributing to the observations, assessment and planning for their child
- develop further children's understanding of what constitutes a healthy diet, for example, by encouraging them to eat the healthy foods from the lunch boxes provided by parents.

Inspection judgements

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

Staff have a good understanding of how children develop and learn consequently children are making good progress towards the early learning goals. Staff use adult focus and child-initiated activities to promote learning. The activities effectively cover all areas of learning within the Early Years Foundation Stage. Staff use their observations of what children can do and their interests to inform the planning to help children develop and reach their full potential, including those children who have additional needs. However, parents are not yet fully engaged in contributing their observations of their children's development to their child's development records. Staff support and enhance children's learning by asking questions that help children think and respond in their own words. For example, at snack time whilst staff give out cups they ask children how many children are present around the table, therefore, how many cups are required. Staff help children to understand that writing has meaning, for example, as children play on the computer they are asked which word they need to click on to enable them to start the programme.

Staff provide lots of opportunities for children to become independent and promote their self-esteem and confidence. Children pour their own drinks, butter their own toast, choose activities, help tidy away and make choices about the songs that they would like to sing. Staff help children learn about their feelings and emotions. They are asked on arrival whether they are happy or sad and children readily comment through the day that they are tired, hungry or full after their lunch. Staff talk with the children throughout the day helping them to link words to actions and follow instructions. Children are developing

communication skills well with younger children using simple phrases and older children constructing sentences well; talking to staff and children about their interests and home life. Staff provide lots of opportunities for children to be creative and express their ideas and thoughts through use of paints, collage materials, role play and musical instruments.

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

The effective key person system supports children very well in their emotional well-being. New children settling in are given lots of support to help them understand the routines of the pre-school and help them separate from their carers. The transition to school procedures are very effective in enabling children to feel secure in their new surroundings. Activities promote school readiness by introducing school uniforms, dinner trays and lunch boxes into the role play area and teachers visit the children in the pre-school. Parents are given support, advice and time to discuss their concerns and problems about children's move to school.

Staff give a high regard to providing activities for children that help them to stay safe and take risks in the secure environment. Children learn about food that is good for them. For example, staff discuss with the children the importance of drinking milk to keep their teeth and bones strong and as children look at books they talk about how sugary foods decay their teeth. Staff provide healthy snacks for the children, although these messages become mixed when children are not always encouraged to choose healthy options from their lunch boxes. The pre-school is continuing to develop their outdoor garden where they grow fruit and vegetables, which the children help prepare for snacks or sell in the community.

Opportunities for children to play outdoors and that promote their physical development and well-being are good. Free flow between indoors and outdoors is available throughout the day. Staff talk to children about being outdoors to burn off their energy and take part in more adventurous play, such as running, balancing and riding the wheelie toys. The outdoors is stimulating and well-resourced to promote all aspects of children's development.

Staff enable children to understand 'the rules' of the pre-school well. Children are also involved in developing acceptable behaviour rules and as a result they behave well. The young children, who have recently started at the group, are learning to share and take turns and staff help them negotiate how to do this. The environment is child friendly with resources displays and activities at child height enabling choice and promoting independence self-esteem and confidence.

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

Children are safeguarded very effectively. They are cared for by staff that have been fully vetted to ensure their suitability. Staff are aware of their responsibility in protecting children from possible abuse and the setting has clear policies and procedures to support staff. The environment is risk assessed on a daily basis and action is taken to eradicate or minimise any risks to children.

The pre-school staff demonstrate a strong commitment to providing an inclusive service. All children and families are welcomed and valued. Systems are effective in supporting integration into the setting for all children, regardless of need. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language. They work well with the school during transition periods, and have regular contact with other settings that children attend. This promotes continuity of care and education.

Parents are provided with good information about the setting through a welcome pack, newsletters and display boards and they have access to the settings policies and procedures. Staff make time at the beginning and end of the sessions to provide parents with opportunities to informally discuss their children's progress, achievements and recent experiences.

Systems to monitor the provision are effective. Through self-evaluation, liaison with local authority development workers, regular staff meetings, supervision, appraisals and an ongoing training programme, the team of staff develop and address priorities for improvement. Parents are also involved in this process through the use of the surveys and parent questionnaires. Parents' views have influenced the extended opening hours of the pre-school and changes to the daily routine. Children are listened to by staff and influence activities and routines of the day. Management consistently monitor and oversee the planning of the curriculum and children's progress. For example, it was recognised that achievement in mathematics was lagging behind other aspects of learning. The manager introduced training for the staff to help them to recognise children's mathematical achievements and how to enhance learning in this area. This continues to be monitored.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY443547
Local authority	Kirklees
Inspection number	788184
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	42
Name of provider	St John's Under 5's Pre-School
Date of previous inspection	Not applicable
Telephone number	07952049307

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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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