

# St Anthony's Pre-School

Tamworth Road, Hove, East Sussex, BN3 5FJ

<b>Inspection date</b>	10/10/2012
Previous inspection date	06/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff are well deployed, work well as a team and are very enthusiastic. They are skilled in their interaction with children, asking many open-ended questions to encourage further learning and development. They know children well, and as a result, offer a nurturing environment that meets children's individual needs.
- Self-evaluation is strong in all areas. The manager and supervisor monitor the curriculum well, and seek the regular views of children, parents and the local authority in order to ensure they effectively continue to improve their practice.
- Children have access to a varied curriculum of activities and experiences complimented by a wide variety of resources and equipment that support all areas of learning throughout each session. There is a good balance between child-led and adult-supported play.
- There are many opportunities throughout each session for children to develop their expressive art and design skills. Regular singing and dancing as well as group mark making opportunities ensure their skills in this area are able to flourish.

### It is not yet outstanding because

- The garden is not currently used to its full potential to benefit children in their play and learning.
- The procedures in place to gain an accurate assessment of children's prior skills, knowledge and understanding on entry to the setting are not yet fully effective. This

means it takes longer for staff to ascertain each child's 'starting points'.

### **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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- There were two inspectors present at the inspection. A lead inspector and a shadowing inspector. Both inspectors spent time observing children both indoors and outdoors.
- The inspector discussed the leadership with both the manager and the supervisor.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff training and suitability, policies and self-evaluation.
- Two parents were interviewed and their views taken into account.
- The inspectors sought the views of children through discussion with them and observation of their play.

### **Inspector**

Fler Wright

## Full Report

### Information about the setting

St Anthony's Pre-School registered in 1989. It operates from a church hall situated in the Poets' Corner area of Hove, East Sussex. It is privately owned, and the premises consists of a large playroom, a small kitchen off the main room and separate toilet facilities. All children are able to access a small outdoor area.

The Pre-School is open Monday to Thursday from 9am to 4pm and from 9am to 12pm on a Friday, during term time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 26 children aged two years to eight years. There are currently 52 children on roll who attend for a variety of sessions. The Pre-School receives funding for the provision of free early education for children aged three and four years. The Pre-School currently supports children with special educational needs and/or disabilities and children who learn English as an additional language.

The Pre-School employs nine members of staff including the owner/manager; and all of them hold appropriate early years qualifications. The Pre-School receives support from the local authority and is a member of the Pre-school Learning Alliance. The group is accredited by Brighton & Hove QUILT (Quality Improvement in Learning and Teaching), a quality assurance scheme for the Foundation Stage.

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

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

- Improve the outside environment to enable children to access a stimulating, well-resourced and welcoming environment to support their play and learning.
- Improve the procedures to gain an accurate assessment of children's prior skills, knowledge and understanding upon entry to the setting.

### Inspection judgements

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

The quality of the educational programme is good. Staff observe children regularly, and know them well. This ensures they are able to tailor the curriculum to meet their individual needs overall. Regular evaluations ensure the activities and experiences available interest and excite the children and provide challenging experiences that help them make good progress. The indoor environment is conducive to learning and learning is rife. Frequent circle and nursery rhyme sessions allow children to express themselves creatively through music. The broad variety of activities and experiences set out such as ride on toys, structured craft activities, dressing dolls and 'tap a shape' for example; ensure children are eager to participate and learn. Innovative ideas such as rolling a large sheet of paper the length of the room, allow children the space to use their imaginations and freely make marks using the resources available alongside their peers. Overall, children are making good progress in their learning given their capabilities and starting points. In some cases, children are working above the typical range of development stage expected for their ages. They are learning the various skills, attitudes and dispositions to prepare them for their next stage of learning. Children with additional needs or those learning English as a second language are also well supported to ensure no groups are disadvantaged. Parents of these children also confirm that their children are making good progress. Children learn two different words in sign language each week, helping to increase their knowledge base and aid their early communication skills.

Children have close relationships with their key person, and staff are enthusiastic in their interaction with children and ensure they gain from the experiences during their time at the setting. They support children as they play, and ask many open-ended questions to encourage their developing communication skills. Their 'next steps' are highlighted regularly ensuring they are able to progress, although the procedures to gain an insight into each child's prior skills, knowledge and understanding upon entry to the setting take some time. This is because parents are asked to complete questionnaires to aid staff with this process, and they take a while to be returned, limiting the efficiency of the initial planning stages for each child. Parents are involved in their child's learning as the notice board displays details of the various activities children are participating in during the coming days, and ideas on how they can further their child's learning at home. They are also able to bring in items relating to the current theme, such as 'under the sea' helping them feel like they are able to contribute to their child's experience at the setting.

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

Gentle reminders from staff help children to consider their safety or think about keeping themselves healthy. For example, they are asked to stand back from the door 'in case it opens and hits you'. Hand washing routines are generally well embedded and children visit the toilet freely throughout sessions helping them to develop their independence. The disposal of nappies and the nappy changing procedures are currently under review to ensure good practice is consistently encouraged and staff, children's and parents needs are met. Children all have free access to water and tissues so that they are able to tend to

their personal needs themselves. The indoor environment is set up to cover each of the prime and specific areas throughout the day, and this includes provision for physical play such as a climbing frame and sit and ride toys. The outside area is accessed all year round, and children visit it in small groups due to its size. They are usually able to access sand or water play outside, as well as use the play house for role play games such as playing shops. However, it is not currently used to its full potential to fully support children's all round development, especially those children who prefer to learn outdoors.

Staff are good role models and support children well in their learning. Children are safe and well cared for as staff are well deployed, and are instinctively caring and nurturing towards them. For example, those that are upset when they arrive, are quickly cuddled and reassured by staff, helping to increase their sense of security. They quickly calm down, showing good relationships and attachments are formed. The key person system works well. There is a good balance between adult directed and child initiated play. Children behave well and demonstrate they feel comfortable and secure in their surroundings as they move around the play spaces with confidence and purpose. The 'rainbow reward chart' is discussed regularly with all children during group times and helps to encourage them to develop a great sense of pride in their achievements. Children are praised for 'trying extra hard at guessing shapes' or 'very good sharing with toys' for example and they obviously relish this positive feedback. This helps them to feel secure and valued within the setting. Children play happily on their own or alongside others, and some are beginning to form close relationships with each other.

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

The manager, supervisor and deputy form the 'management team' and are passionate about their roles and all aspects of the setting. All staff are receptive, enthusiastic and well qualified. There are effective systems in place to ensure their continual development in the form of regular training opportunities, helping the children in attendance to benefit from their increasing range of skills. Safeguarding procedures are robust and help ensure the safety of the children. The deputy is also the health and safety officer and has attended safeguarding training. Rigorous recruitment procedures mean staff suitability is checked thoroughly.

Partnership with parents is strong. Daily verbal exchanges of information and regular parent helper days ensure parents are kept up to date with their child's progress. Parents are encouraged to view their child's folder at any time. The setting work closely in partnership with the local authority and other external agencies such as speech and language therapists if required, helping to ensure they receive good support for each child to develop to his or her full potential. There are children on roll who attend other early years provision, and information is shared helping them to work towards providing a seamless curriculum to maximise opportunities for learning and development.

Self-evaluation is strong on all levels. The educational programme is robust and reviewed regularly to ensure children continue to make good progress in their learning. The setting

use peer observations, the completion of quality assurance modules, regular staff meetings, input from parents and discussions with children as a continuous means to improve the quality of the provision overall. For example; since the last inspection they have revised and improved staff deployment during group times to ensure children receive better support. They have also increased the written word in the learning environment to increase the learning opportunities' for children to recognise the meaning of text, and improve their letter recognition skills.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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

<b>Unique reference number</b>	130719
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	884478
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Lynne Butler
<b>Date of previous inspection</b>	06/06/2011
<b>Telephone number</b>	0771 809 7869(day) or 01273 772323

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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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