

St John's Pre-School

St John's Centre, Greenway Road, Widnes, Cheshire, WA8 6HA

Inspection date	07/12/2012
Previous inspection date	12/03/2009

The quality and standards of the early years provision	This inspection:	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 are well protected because staff have a good understanding of how to keep them safe. The premises are safe and secure, risks are assessed and there are clear safeguarding procedures in place understood by staff.
- The staff create a warm, welcoming environment for all children and their families. This means that children settle well and are happy.
- The range of quality resources and experiences on offer support children's learning and development. This means that they make good progress.

It is not yet outstanding because

- A new way of following children's progress has been introduced but is not yet fully in place. This means that not all children's progress has fully been tracked and recorded.
- The staff occasionally do not allow the children to try for themselves, especially when getting ready to go outside. This impacts on their developing independence.

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 activities in all areas used for learning.
- The inspector spoke with the manager, staff and parents.
- The inspector viewed all relevant documentation.
- The inspector carried out observations on the children.

Inspector

Sandra Harwood

Full Report

Information about the setting

St. John's Pre-School was registered in 2002 on the Early Years Register. It is situated in the Appleton area of Widnes and operates from the church community centre. The pre-school serves the local community and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 6 to level 2. The pre-school opens Monday to Friday term time only. Sessions are from 9.30am until 12.30pm. There are currently 27 children attending. It supports children who speak English as an additional language and those with special needs and or disabilities.

The pre-school receives support from the local authority and has Halton Healthy Early Years status.

What the setting needs to do to improve further

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

- develop and use the tracking system to follow children's progress within the next steps of their learning
- develop further children's growing independence with particular attention to going outside by supporting them to put on their all-in-one suits and wellingtons when needed.

Inspection judgements

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

All staff have a clear understanding of how young children learn and use their knowledge to help them make good progress in their learning and development. They skilfully ask questions and use their own experiences to help children's understanding. For example, when talking with children in the small world play, one child comments about being frightened of the shower, the member of staff skilfully asks questions to understand 'why' and follows this with her experience of showers.

The range of quality resources and experiences provide interesting and challenging opportunities that cover all areas of learning. Children are keen and interested learners. They display the characteristics of effective learning. For example, when using the play dough the children show perseverance as they problem solve how to get the dough unstuck. After trying many ways and a range of tools, the dinosaurs tail works as the dough is prised from the board.

Children's communication and language skills are supported throughout the setting in a range of way. For example, a cosy book corner encourages the children to read. Staff skilfully extend children's thinking and recall. For example, when sitting at the play dough, a member of staff talks about eating oranges to guide children and help them think about the smell of oranges. This helps the children make the link to the smell of the play dough. A basket weave tepee allows the children to sit together in quiet darkness, talking or creates a space where children can be alone. This supports their social and emotional

development.

Parents contribute to a comprehensive initial assessment of their children's starting points on entry. They work closely with their child's key person and share information with them. Parents inform their child's key person of events at home through completing at home sheets and regular daily conversations further support this. The key person uses this information along with observations and regular assessment to inform next steps in children's individual development. However, the recent introduction of a new tracking programme means that not all children's progress has been fully tracked and recorded.

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

A well-resourced and welcoming environment both indoors and outside, supports children's learning and development. All the children are purposefully engaged in activities throughout the whole of the session. Staff organise the environment and equipment, which allows the children to take responsibility for their learning.

Children are happy and settled within the setting and separate well from parents or carers. This is because the children have secure bonds with their key person. All children and their parents receive a very warm welcome into the setting. They have a clear sense of belonging and identify their own name as they enter. Staff encourage the children to do most things for themselves, however, this is not fully supported as they are not given the opportunity to try and put on suitable clothing for outdoor activities. Snack times are social events when staff and children sit together and share the food. This gives good opportunities to promote their language and communication skills. Staff skilfully use this time to talk about being healthy, for example, they talk about how calcium in the milk helps bones grow strong. This is further supported by daily access to outdoors where the children develop their physical skills through a range of resources.

All the staff have a good understanding of children's safety and give this priority. Areas used by the children are carefully checked and risk assessed and staff are well deployed and vigilant. Children are aware of how to keep safe through reminders not to run indoors and through regular fire drills and visits from the fire brigade. Children's behaviour shows that they feel secure in the setting and in their relationships with all the staff. For example, they confidently tell staff about how they are frightened when some children are playing pirates. Staff sensitively addresses these concerns as they acknowledge them and speak to the 'pirates' about how the others are feeling.

Children are well prepared for the next stage in their learning as the staff make sure that they are well supported in their learning. They are developing the ability to make friendships, take turns and settle disputes. This is because staff are good role models, who show respect for them and each other.

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

All staff have a good understanding of how to protect the children in their care. They know the procedure to follow should a concern arise. There are clear policies and procedures in place, which are read, understood and consistently applied by all staff. The setting has good procedures in place to ensure that there is always sufficient staff to meet children's individual needs.

Partnerships with parents are effective and well established. Parents spoken to are complimentary about the staff. Comments, such as 'warm friendly staff' 'always have time to talk about my child'. Partnerships with professionals are effective in providing the support for individual children, such as implementing programmes of support from the Speech and Language professionals.

Effective systems are in place to make sure that suitable practitioners work with the children. Strong induction procedures make sure that staff, volunteers and students receive appropriate knowledge about the setting and the expectations of each member. All staff, volunteers and students receive ongoing support.

Self-evaluation takes into account the views of staff, children and their parents and is the result of careful monitoring and challenge. Areas identified for improvement are acted upon as both management and staff strive to offer the best learning for the children in their care. Regular team meetings, daily discussion and one to one supervision means that staff are well supported. Training and continuing professional development ensures that staff have up-to-date knowledge. This impacts positively on the children's learning.

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	EY245131
Local authority	Halton
Inspection number	819684
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	26
Number of children on roll	27
Name of provider	St Johns PCC
Date of previous inspection	12/03/2009
Telephone number	0151 420 2942

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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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