

St Martins Pre school

St. Martins Church Hall, Northumberland Road, Maidstone, Kent, ME15 7LP

Inspection date	31/01/2013
Previous inspection date	10/07/2009

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

The quality and standards of the early years provision

This provision is satisfactory

- The children feel safe and secure and enjoy their time at the pre-school.
- Relationships between staff and children are strong.
- There are many good resources and activities to help children learn.

It is not yet good because

- Observation and assessment is inconsistent, and therefore planning does not reflect children's individual interests and provide sufficient challenge.
- Self-evaluation does not accurately identify all areas for improvement and does not take account of the views of parents and staff.

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 children during their activities.
- The inspector reviewed a sample of documentation and children's records.
- The inspector sought the views of several parents on the day of the inspection.
- The inspector spoke to staff about their views and how the pre-school was organised.

Inspector

Karen Callaghan

Full Report

Information about the setting

St Martins Pre-School has been operating since 1971 and has held its current registration since 2001. The group operates from a church hall in Shepway, Maidstone. The group have sole use of the single storey building during opening hours. Children use the main hall and have access to two separate toilets on either side and a fully enclosed garden. Staff have use of a separate kitchen. The group is registered on the Early Years Register. There are currently has 33 children on roll. The setting is able to support children with learning difficulties and/or disabilities as well as those who speak English as an additional language. The setting operates on a sessional basis. It opens from at 9am to 2pm on four days a week (it is currently closed on Wednesdays There are seven staff members working

directly with the children. Three members of staff hold level 3 qualifications in childcare, one has a level 2. The manager holds a level 5 and the deputy a level 4 qualification, and both are working towards Early Years Teacher status. The setting receives support from the local authority advisors.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete accurate observations of children's learning to understand their level of achievement, interests and learning styles, and to then plan learning experiences for each child reflecting those observations.

Inspection judgements

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

Staff enable children to choose their own activities from a range of resources set out for them across the large hall. The staff are approachable and support the children's interests by listening to their suggestions and helping them to find the resources they need. Staff carry out some planning for specific learning tasks in all areas of learning, but are flexible to allow children to learn at their own pace. Observations of children's learning are made by staff; however, some are not detailed enough to make accurate evaluations and identify gaps in learning. Staff teach children to share with others, for example, by taking turns using the trikes outside in the garden and waiting to make prints of dinosaur footprints on the craft table. Children enjoy listening to stories; they join in enthusiastically while using models of animals and characters from the book. Staff support children while the story is being told and encourage them to listen well. They talk about what might happen next in the story.

Children develop physical skills both inside the pre-school by climbing and jumping on and off the equipment and crawling through the arch, and by using bats and balls outside as well as peddling and pushing a wide range of wheeled toys. They use natural resources, such as sand and water, and are able to explore by pouring, sifting and measuring. Staff support children with additional needs well by being patient and supportive to those who need extra time. Staff are aware that they need to plan in more detail for the next stage in children's development.

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

The key person system helps the children to make positive and secure relationships. Children are keen to enter the pre-school and they show self-reliance by hanging up their coats and clearing away their own plates and mugs after snack time. They talk to the staff confidently and know they can ask for their help and support. Staff praise appropriate behaviour and the children know the rules of washing their hands before they touch food and putting on aprons before they start a messy activity. A few children find it difficult to manage their behaviour but have the support of staff to tolerate others. The key workers attend to the needs of just five children each, which allows them to get to know the children well and be responsive to their individual needs. The staff have good relationships with parents and carers and help them to support their children's learning at home, by giving them ideas of how to build up their language skills and encouraging them to take home resources such as story sacks.

The pre-school has guidance from an Early Years advisor from the local authority, who has helped them to make changes in the provision; for example, the staff have recently re-organised the layout in the main hall to form learning areas. This ensures that the children have a quiet area to settle down to read and talk with their friends, as well as having a climbing area in which to practice their physical skills. The staff talk to the children about taking care when they use the gym equipment, and to help younger ones to keep safe. The pre-school also takes advice from specialised outside agencies such as the health service for speech therapy and physiotherapists, where additional support is required.

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

The managers have attended recent professional training. This, together with advice and support from the local authority, has started to make an impact on the improvement of the provision. Staff discuss their training needs with the managers and attend courses when available.

The inspection was brought forward following a concern about a child who had an allergic reaction. The inspection found that staff took necessary steps, by informing parents and seeking medical advice, following their usual procedures. The incident was appropriately recorded. In addition, all staff have now had training on using an epi-pen and procedures are displayed, so parents are aware of the steps taken to keep children safe. All required documentation, including information about children's medical needs and medication records are in place.

The educational programmes have started to be revised and monitored, and staff are enthusiastic to share good practice across the team. The 'Every Child a Talker' programme is helping to encourage children to have confidence in their language skills by improving their vocabulary.

All staff attend current child protection and first aid training. Recruitment procedures include the completion of checks which help to ensure the suitability of staff. All staff know

and can implement safeguarding procedures, and the manager has been trained in supporting children with special educational needs. High security is maintained by having the main door locked at all times. Procedures to ensure that children are collected by authorised adults are secure. There is a high fence around the premises with access from one door leading into the garden.

Although some improvements have been made, systems to self-evaluate the provision are not fully effective. The current self-evaluation is not a working document and therefore is not up to date. In addition, parents and staff are not consistently involved in the process. Partnership with parents and local schools is well established. Continuity of learning is promoted as children make visits to their new school and developmental records are passed on to their new teachers.

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	127602
Local authority	Kent
Inspection number	901653
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	33
Name of provider	St Martins Pre school
Date of previous inspection	10/07/2009
Telephone number	07933 792161

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

