

St Marys Pre-School

St Marys Church Centre, Worlds End Lane, ORPINGTON, Kent, BR6 6AF

Inspection date

04/03/2013

Previous inspection date

22/09/2008

The quality and standards of the early years provision

This inspection:

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 know the children well. They have a very strong key person system where they are able to plan for children's individual needs, so children feel settled and supported in their learning.
- Children are really happy and go off and explore with confidence. They ask for support by staff who are skilled in playing, listening and extending their language and ways of thinking.
- Staff are good role models, they provide a calm and caring environment. This ensures that children are aware of their boundaries and of what is expected of them and how to behave.

It is not yet outstanding because

- Staff do not provide enough daily opportunities for children to move freely between indoors and outdoors.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector undertook a joint observation of an adult-led activity with the provider/manager.
- The inspector observed children's activities indoors and outside, and the staff interaction with them.
- The inspector held discussions with the provider/manager, staff and children.
- The inspector sampled relevant documents, including children's records and some policies.
- The inspector gathered the views of parents and carers during the inspection.

Inspector

Lisa-Marie Jones

Full Report

Information about the setting

St Mary's Pre-School registered in 2007 and is a privately owned. The provider is also the manager. It operates in a church premises and children have access to a large hall with two smaller adjacent rooms and an outdoor play area. It is situated in a residential area of Orpington in Kent. The pre-school is open each weekday between 9am until 12 noon during term time. The pre-school serves the local area. Children may attend any time between these hours. The pre-school is funded to provide free early education to all children aged three and four years.

There are currently 53 children aged two to five years on roll. The pre-school makes provision for children with special educational needs and/or disabilities and for those who learn English as an additional language. The pre-school employs eight members of part-time staff and the manager/provider is full-time. Of these, six hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- encourage children's independence and choice by giving as much opportunity as possible for children to move freely between indoors and outdoors.

Inspection judgements

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

Children's starting points and individual needs are identified well by staff. They have clear and concise systems in place to track children's development. The strong key person system makes sure that children's development and learning is well documented and monitored to ensure they make good progress. Staff have recently updated their systems of assessment and planning and are also preparing their assessments for the progress check at age two.

Children are very happy and settled. They eagerly race up the path to the building and charge through the door, and after being greeted by staff, they disappear off to find their favourite activity. They greet friends with smiles and go off in pairs or small groups to explore. They develop their independent learning skills as they move freely and follow their own interests during play. Children share lots of conversations with each other and staff during play, developing their language and communication skills well. Children learning English as an additional language experience their home languages through the

aid of dual language books, signs and symbols This shows that staff value their family backgrounds. Staff have reference books to look up words that children use to ensure they have a clear understanding of what children are trying to communicate. Picture timelines help all children to understand the concept of moving to other activities, so they quickly understand the daily routines. Bells and songs signify the end of certain activities and children readily move on to the next part of sessions throughout the morning.

Staff provide children with good support to develop their learning and skills throughout the session. They model play and this gives children the chance to watch, take on board what they are seeing and then try for themselves. Staff describe what they are doing so children can extend their language and thinking. Physical skills are developed throughout the session and children use items such as barrels and climbing frames. Sometimes these are set up in an area adjacent to the main play area outside. Children have a grassed area which is used in good weather where they can see fields and trees and horses in a nearby field. Staff risk assess this area thoroughly every day to ensure children can make the most of the environment. Children relish their time outside in the fresh air and play chase games and pick daisies and observe the natural world around them. Staff recognise that some children learn better from being in the outdoors. However, children cannot independently use the outdoor space regularly through the session.

Staff have provided experiences that mimic what children could take part in at school. For instance, children use the toilets independently, take part in group story times and help to clear away activities. They also learn to take turns and line up for activities. This enables children to progress well in gaining useful skills for their eventual move to school.

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

Children benefit from having a key person who, knows them well and has a good relationship with their parents. Key people oversee children's learning and development and pass on this information; this enables parents to further support children's learning and development at home.

Children care about each other, play well together and respond positively to staff. They have a strong sense of independence by choosing what they want to play and if they want a staff member to support them or play with their friends. They are secure in the pre-school because they are familiar with activities and toys, and they know the daily routines, all of which promotes their self-confidence. Staff help children learn about keeping healthy and safe. They encourage good hygiene practice such as using hand wipes and washing hands before eating and after messy play. Staff also remind them about the positive benefits of eating healthily through cooking activities and snack time.

Children with additional needs are very well supported, staff are well trained and experienced. They have very good links with the local authority to ensure that children are receiving the support they need to allow them to develop and make progress. Staff work alongside other professionals to ensure that children will be able to make the move to

other early years settings for their future learning.

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

The provider understands their legal responsibilities clearly in regard to promoting children's learning, development and welfare. There are secure systems in place to help safeguard children and promote their welfare. Staff have taken part in safeguarding training and work with other agencies as required. They have appropriate policies in place to ensure they can take prompt action if they have any concerns regarding children's welfare.

The provider has set up effective ongoing systems of appraisal and works closely with the local authority to improve their practice through self-evaluation. The provider develops ideas making it as interactive a process as possible between staff, children and parents. Improvements made since the last inspection include updating information for parents about exclusion times and reasons for exclusion when children are sick. The hygiene procedures have also been updated so that staff have a clearer awareness of their responsibilities. This means that children's health is well supported. Staff have also developed the system of assessment to identify individual learning plans and next steps for children. This demonstrates that the setting has a good capacity for continuous improvement.

Children's safety while at the pre-school is given high priority by staff. They conduct thorough risk assessments and ensure appropriate safety equipment is in place. Children are taught to be responsible for keeping themselves safe while at the pre-school, gently reminding them of rules and boundaries while they play. There is a good balance of learning experiences for children, including free-play and adult-led activities. Staff organise themselves well to support children in their learning. They make good use of space, providing a welcoming learning environment with resources that reflect all areas of learning and taking on board children's interests.

When parents and carers collect their children staff make time to discuss all relevant events. If required they will also use a home contact book to pass on information to parents who cannot attend to collect their children. Newsletters are sent out and an information board displays information about activities and changes within the pre-school. Parents spoken to during the inspection report that their children are very happy and enjoy coming to the pre-school and that they have noted positive changes in their development. They feel that staff are approachable and always pass on any information regarding their children's needs. Children make good progress in their development, so are well prepared for future 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 action. 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	EY358808
Local authority	Bromley
Inspection number	837953
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	53
Name of provider	Wendy Patricia Parkins
Date of previous inspection	22/09/2008
Telephone number	01689 862841

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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, which are usually the childminder's 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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