

St George's Pre-School & After School Club

St. Georges Church Hall, 25-27 Albemarle Road, BECKENHAM, Kent, BR3 5HZ

Inspection date	06/03/2013
Previous inspection date	05/04/2011

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

- Staff work effectively with parents and other professionals to meet the individual needs of children.
- Children enjoy taking part in a good range of stimulating activities, which further enhances their learning and development.
- The pre-schools self-evaluation is good with plans in place to develop areas for improvement.
- Staff effectively share information to work well as a team.
- Children confidently separate from their parents and settle quickly to their chosen activity.

It is not yet outstanding because

- Staff do not provide a wide variety of resources outdoors for children to explore
- Children are not able to easily view displays of their work as staff do not display them at their level
- Some daily routines do not fully support all children's needs, therefore, children become distracted.

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.

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

- The inspector held a meeting with the manager.
- The inspector spoke to available parents and staff to gain their views.
- The inspector observed activities in the main play areas and outdoor area.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's development records.

Inspector

Sarah Moore

Full Report

Information about the setting

St George's Pre-School & After School Club has been established since 1998 and re-registered under a new owner in 2010. It is privately owned and is situated in a church community hall in Beckenham. Children have the use of a main room and one side room. There are enclosed facilities for outdoor play. The preschool is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently 101 children roll aged two years to eight years of age; 77 of these are in the early years age range. The pre-school supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. They operate during term time only for two separate sessions on Monday, Tuesday, Wednesday and Friday from 8.50am to 11.50am and from 12.35pm to 3.05pm. They also open on Thursday afternoons from 12 noon to 3pm. There is an afterschool club which operates from 3.15pm to 6pm each weekday. Children are collected from Bromley Road Infants School and Worsley Bridge Junior School. There are ten members of staff employed including the manager. The owner/manager has a degree in Early Years and there are five further members of staff who hold relevant early years qualifications. The pre-school receives support from the local authority early years advisory team. They also receive funding for the provision of free early education for children aged two, three and four years old.

What the setting needs to do to improve further

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

- extend children's learning, for example, by providing a wider range of resources for children to choose from outdoors; and by displaying children's work and posters at the children's level so they can see them easily
- develop the routine to effectively meet the individual needs of all children, for example, by separating the children into smaller groups during large group time.

Inspection judgements

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

Staff provide a stimulating environment for children, which covers all the required areas of learning within the Early Years Foundation Stage. Children enjoy using their imagination to go to space in the space ship with a big robot. They say 'we are going to find planets, 5, 4, 3, 2, 1, blast off'. Staff teach children the names of planets to extend their learning as

they make creative space pictures using different shaped materials.

The environment is effectively organised so children can easily explore the activities provided. There is lots of space to manoeuvre toys and practice their physical skills indoors by crawling through tunnels. Children are able to choose from a wide selection of resources indoors that are stored at their level, which encourages their independence. Staff provide challenging and enjoyable activities outdoors for children to explore; although, there is not a wide variety to choose from. The routine of the day includes a good balance of adult lead activities and free play to extend children's learning and prepare them for school. Although, large group times do not always meet the needs of all children, as some children get easily distracted towards the end of the activity.

Staff work well with parents to support children's development both at home and in the pre-school. Children enjoy taking books home, joining in with fun rhymes and listening to stories to promote their language and literacy development. They also enjoy finding their name when they arrive at the start of the session. Staff regularly observe, assess and plan for children to help them acquire the skills ready for their next stage of learning. As a result, all children including those learning English as an additional language and with special educational needs and/or disabilities make good progress.

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

Children form good relationships with staff and feel secure in the pre-school. They show this by confidently coming in at the start of the session and following familiar routines. Children are quick to join in with activities and happily to say goodbye to their parents.

Staff positively support children to develop independence and manage their own personal care needs and behaviour. Staff help children to resolve minor disagreements; by asking children questions to encourage them to think about one another's feelings. The environment is organised so that children can take rests and have quiet time in a cosy and comfortable book area. Staff help children to understand the importance of moving around when they have lots of energy. All children can choose from a selection of healthy snacks and drinks. Staff work together with parents to meet the individual health needs of all children, including those with allergies and/or special dietary requirements. Staff use displays of children's achievements, posters and familiar signs to support children in their learning. However, staff do not display them at the children's level and so children are not able to see them easily.

Staff effectively share information with parents, other professionals and local schools to support the learning and development of all children. This information is used to support children when they first join the pre-school as part of their settling in process. Good systems to share information between professionals are also in place to support children who only attend the pre-school after school club.

The effectiveness of the leadership and management of the early years

provision

The provider, who is also the manager, has good knowledge and understanding of the learning and development and safeguarding and welfare requirements. Good policies and procedures help staff to keep children safe. A secure entry system with well deployed staff and thorough visitors checks are in place. Staff carry out risk assessments to check the environment is safe for children to use and good recruitment procedures checks staff suitability to care for children. The manager regularly monitors the delivery of the required areas of learning to support staff to provide stimulating and enjoyable activities for children. Consistent assessment procedures are also in place to help staff meet the needs of individual children. The pre-school has developed effective partnerships with other professionals, agencies and the local authority early years team. Staff use these partnerships to extend the learning and development of all children.

Well-developed procedures are in place for discussing and monitoring staff practice. Staff meet regularly as a team to discuss practice and share ideas. All staff receive an appraisal and attend supervision meetings to enhance their performance and set professional targets. Staff attend training to update their skills and knowledge. The manager enables staff to oversee and take the lead responsibility for important areas within the pre-school; such as health and safety, supporting children who are learning English as an additional language and being the special educational needs coordinator. This effectively supports staffs professional development.

The pre-school has developed good partnerships with all parents. Parents are happy with the progress their children make. Staff make parents feel welcome and this results in parents spending time at the start of the session to settle their children and have discussions with staff. Staff have a thorough plan in place to make improvements to identified areas for development within the pre-school. The manager seeks the views of staff and children and works with the local authority early years advisor as part of the self-evaluation process.

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 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	EY413935
Local authority	Bromley
Inspection number	816412
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	101
Name of provider	Susan Matthews
Date of previous inspection	05/04/2011
Telephone number	0208 650 6459

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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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