

St Benedict's Pre-School

St Benedict's Mount, West Hunsbury, Northampton, NN4 9XN

Inspection date

13/03/2013

Previous inspection date

11/09/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Children are cared for in a nurturing and supportive environment. They form secure attachments with all staff.
- Children are actively encouraged to develop children's understanding of rules and boundaries.
- Staff develop positive relationships with parents. They encourage them to support their children's learning at home.

It is not yet good because

- Staff are not always effectively deployed to monitor access to the building at the start of the pre-school session. This occasionally compromises children's safety.
- The quality of teaching is not always sufficiently focussed to fully challenge and guide the development of children's capabilities. Consequently, children's learning and development is not fully maximised.
- Ongoing assessment of children's achievements, interests and learning styles are not consistently linked to the planning of activities. As a result, children are not always provided with challenging activities that are fully matched to their learning needs.
- Procedures to monitor the effectiveness of the quality of teaching, including the use of resources, the planning and the deployment of staff are not robust. This compromises the effective management of the provision.

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 observed the pre-school room and outdoor play area.
- The inspector spoke to the nominated representative of pre-school committee, the manager and staff.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector looked at evidence of suitability of the staff working at the pre-school and discussed self-evaluation.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

St. Benedicts Pre-School was registered in 1986 on the Early Years Register. It operates from a hall within St. Benedict's Church in the West Hunsbury area of Northampton and is managed by a committee of parents. The pre-school serves the local area and beyond is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff. Of these, six members of staff hold appropriate early years qualifications. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 3pm. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure staffing arrangements meet the needs of children at all times; this refers to the deployment of staff when children arrive at the pre-school
- provide challenging and enjoyable experiences for all children by improving the use of appropriate teaching strategies that take into account the different ways in which children learn
- ensure assessment is linked to planning in order to consistently provide all children with activities that are fully matched to their learning needs.

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

- develop performance management procedures to ensure that the quality of teaching, including the use of resources, and planning is effectively monitored.

Inspection judgements

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

Staff are continuing to develop their knowledge of the revised Statutory Framework for the Early Years Foundation Stage in order to guide the development of children's capabilities. Observational assessment is used to identify children's interests and learning needs. However, assessment is not always consistently linked to the planning of activities. As a result, there is scope for staff to ensure that planned activities are more closely tailored to the learning needs of all children. Systems are in place to monitor and track children's progress against the seven areas of learning, and staff understand the requirement to complete the Early Years Foundation Stage progress check at age two, when the need arises.

Children enjoy their time at the pre-school. They are developing the skills needed to help in the next steps of their learning, including school where appropriate. Staff generally play alongside the children, offering support and encouragement. For example, they support children in recognising and writing their own names and encourage them to talk about their paintings and drawings. This effectively promotes children's early language and literacy skills. However, at times, the quality of the interactions and teaching, are not always sufficiently focused to fully sustain children's interests and challenge their learning. For example, staff sometimes count for the children rather than encouraging them to count for themselves, which hinders their mathematical development. In addition, staff do not sufficiently challenge more able children's existing capabilities. For example, they competently demonstrate that they can manoeuvre wheeled toys and use the slide. However, staff do not suggest additional challenges or provide supplementary resources to extend their existing skills. As a result, learning opportunities are lost and the children's enjoyment and interest is not always sustained.

Friendships are appropriately fostered. For example, young children extend and elaborate on play ideas together as they build models out of construction materials and throw and catch the large ball to one another. Children learn to solve problems as they complete puzzles and differentiate between build and small as they build towers. They enjoy singing familiar songs, such as, 'I'm a dingle dangle scarecrow' and 'Baa, baa black sheep'. Children celebrate festivals, raise money for charity events, observe the environment around them and make bird feeders to hang in the trees. This broadens children's range of experiences and understanding of the wider world. Consistent routines, the introduction of new vocabulary, the use of Makaton and regular discussion with parents support children who speak English as an additional language.

Children have access to appropriate resources. However, staff do not always use these effectively to fully support the children's learning. For example, staff do not always encourage children to explore different ways to access and move around the climbing frame. In addition, staff do not always provide sufficient media, materials and resources to fully inspire exploration. Consequently, children's interest is not sustained and opportunities for older children's to develop their physical and imaginative skills are lost.

All children are assigned a key person. This helps young children become familiar with the setting and supports the development of relationships with their parents. Parents contribute initial 'All about me' information about their child's learning and development at the start of the placement. Staff subsequently use this information to aid the settling-in and initial assessment process. Through a combination of informal conversations and

access to assessment records parents are kept informed about their child's progress and attainment. They are encouraged to contribute to assessment by sharing their observations of their child's learning at home. Parents are given ideas as to how they can support their children's learning at home. For example, they are encouraged to help their child look for written numbers within the environment and to search for items that are heavy and light.

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

Children effectively settle in this inclusive and nurturing pre-school. They are warmly welcomed on arrival and form close bonds with their key person and all staff. Consequently, children develop secure attachments and approach staff for reassurance and guidance if required, for example, if they feel poorly or have hurt themselves. Staff closely monitor children's attainment and involvement levels in order to continue to support their emotional well-being. They have a good knowledge of each child's family and background and this helps to settle the children, building up trust and confidence. For example, information is obtained about any known special dietary requirements, preference and food allergies, and any special health requirements. This effectively promotes continuity in the children's care and supports their continual well-being. Staff support the transition of older children as they prepare to move into other early years settings. For example, the children's future teachers are invited to the pre-school and staff complete transition documents which provides information about the children's learning and development achievements during their time with them.

Children are developing their understanding of safety issues. For example, they learn how to cross the road safely, not to talk to strangers and that it is safe to raise their hand and say 'no I don't like that' if there is something that they feel unsure about. Due to the layout of the building children are always safely escorted to the toilets and staff closely monitor the entrance door to the pre-school room as the children arrive. However, staff do not always effectively monitor the main entrance door to the main building as the children arrive. As a result, children's continual safety and well-being is compromised. Children are given clear guidance, rules and boundaries and are learning to understand when behaviour is unacceptable. They are actively encouraged to appreciate others children's feelings, to demonstrate 'kind hands', to share and take turns. Staff praise the children when they do well, and this has a positive effect on their confidence and self-respect.

Children enjoy being physically active in the fresh air. They run and manoeuvre wheeled toys in outdoor play area and enjoy walks to the local park. This promotes children's fitness and aids their continual well-being. Children's individual dietary needs are acknowledged and met because staff take account of the wishes of parents. They are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a variety of fresh fruit, yoghurt and milk and parents are encouraged to provide healthy food options in their child's packed lunch. Snack and meal times provide an opportunity for social interaction between children and the staff. Children's independence and self-care skills are promoted as part of the pre-school routines. For example, they wash their own utensils after snack

and are encouraged to try to put on their coats and hats for outdoor play. Children are encouraged to learn personal hygiene routines, such as, the importance of hand washing at appropriate times of the day in order to prevent the spread of infection.

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

The management committee works closely with the manager of the pre-school to support the continuing development of the setting. The manager demonstrates an appropriate overview of the educational programmes and the experiences required to help children progress towards the early learning goals. However, procedures to monitor the quality of teaching, including the appropriate use of resources, and the effectiveness of the planning lack rigour. Consequently, staff performance and the quality of activities provided are sometimes compromised. This means that, children are not always sufficiently challenged in their learning and their interest is not always sustained. Management completes staff appraisals and professional development is encouraged. Regular supervision opportunities are currently being developed in order to discuss any issues and for staff to receive coaching to improve and develop their existing practice. Self-evaluation is used to highlight strengths and areas to improve the quality of the provision. The recommendations raised at the last inspection have been met, which demonstrates the pre-schools commitment to continuing improvement.

The management team has developed an appropriate range of written policies and procedures to support the safe and effective management of the provision. For example, a behaviour management policy and a procedure for administering medication are in place and effectively implemented. Vetting and induction processes for all adults who work with the children, or come into contact with them are secure. For example, management obtains enhanced disclosure and barring checks. This ensures that all staff are checked before they have unsupervised access to children. The arrangements for safeguarding children are secure. Children are protected because staff understand their professional role towards child protection. They are alert to possible signs of abuse and neglect and the procedures to follow should they have any concerns about a child in their care. In addition, the designated person has attended a child protection training course. Daily risk assessments are completed at the start of the session, for example, the outdoor area is checked for broken glass and any dangerous implements.

Parents express real satisfaction with the setting. They praise the staff and are happy with the care and learning provided. Partnerships working with external agencies secure appropriate interventions for children to receive the support they need. For example, staff work alongside other professionals, such as, portage workers and the area special educational needs coordinator. Staff are aware of the importance of sharing information with other providers who deliver the Early Years Foundation Stage. They are continuing to develop procedures to share and obtain information from other settings in order to support continuity of the children's care and 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	220174
Local authority	Northamptonshire
Inspection number	907786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	31
Name of provider	St Benedict's Pre-school
Date of previous inspection	11/09/2008
Telephone number	01604 708469

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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