

# St. Georges Pre-School

St. Georges Church Hall, Andover Road, Newbury, Berkshire, RG14 6NU

<b>Inspection date</b>	19/03/2013
Previous inspection date	21/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children enjoy their time in a pre-school where their needs are put first. The key person system works exceptionally well to encourage children to feel welcomed and valued.
- Children are happy, motivated to learn and enjoy their time at pre-school. Staff are expert at exploiting all available opportunities to ensure that activities provide challenge for all children.
- The indoor and outdoor child-focused learning environments provide interesting and stimulating activities that engage children to support their learning and development.
- The manager provides strong leadership to a committed team of staff. Plans for improvement are well targeted to further raise the quality of provision.

### It is not yet outstanding because

- Some whole group activities do not always capture the interest of all the children or provide suitable challenge.

## 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 staff caring for children in the main rooms and in the outdoor area.
- The inspector sampled a range of documentation including children's assessment records and the setting's self-evaluation records.
- The inspector met with the manager and deputy and spoke with staff and children.

## Inspector

Melissa Cox

## Full Report

### Information about the setting

St. Georges Pre-School opened in 1961 and moved to its current premises in 1992. It is a committee run pre-school and operates from St. Georges Church hall in Newbury, Berkshire. The children have use of a main hall, small room and an enclosed outdoor play area. The pre-school is registered on the Early Years Register. There are currently 43 children on roll. The pre-school provides funded early education for two, three and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The pre-school is open during school term times on a Monday, Tuesday, Thursday and Friday from 9.00am to 11.30am. A lunch club operates from 11.30am to 12.30pm and additional afternoon sessions operate on a Thursday and Friday until 2.00pm. The pre-school offers a wide range of supplementary activities including French, Silat and Debutots. There are twelve members of staff that work with the children; of these, five have early years qualifications at level 3, one at level 4 and one at level 5 and Qualified Teacher Status. The pre-school also employs four staff who are unqualified and one member of staff who is working towards a level 3 qualification. The pre-school employs a qualified teacher who works in the setting for two sessions a week. The pre-school receives support from the local authority Early Years Development team and follows the 'Every Child a Talker' (ECAT) programme. The pre-school has close links to the Falkland Primary school.

### What the setting needs to do to improve further

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

- review the organisation of whole group activities such as circle time, to promote the involvement of all children.

## Inspection judgements

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

Children arrive at the pre-school with great enthusiasm and are eager and motivated to investigate and learn. They settle to tasks quickly and with no prompting and immerse themselves in drawing, writing, pouring or building. Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved. However during some of the group activity times, younger children find it harder to remain engaged as the level of challenge does not always fully meet their needs. Staff in all other areas of practise, show a very good understanding of varied teaching methods that engage children's interest and plan exciting activities that encompass all the areas of learning. The regular observation of children at play enables staff to assess

children's learning needs and plan suitably challenging activities.

The skills and experience of staff, and the quality of teaching is high. The pre-school consistently promotes high standards of care and teaching, resulting in very good progress for all children in relation to their starting points. Ongoing assessment plays a dynamic part in children's learning and development process in the group. Staff have high expectations of what children are capable of achieving. Observations of children in their play allow staff to understand children's level of achievement, interest and learning styles and this is used effectively to shape learning experiences for all children. Where children's starting points are below those of their peers, assessments show that they are catching up and making good progress overall. Staff share their observations and assessments regularly with parents, and parents are encouraged to share information and support learning from home. This enables staff to celebrate children's successes and build on their experiences in the setting and ensure that children's unique needs are generally very well met.

The pre-school is effective in preparing children for school. Staff constantly observe and listen to children, questioning them during activities in order to extend their learning and enhance understanding. Staff interactions with children are good and occasionally outstanding. For example, they use questioning effectively to re-shape tasks and generally know when and when not to intervene in children's play. They engage children with interesting and thought-provoking conversation, which they reinforce with the use of gestures and sign language. Therefore children's communication skills are developing well including those learning English as an additional language and those with special educational needs and/or disabilities.

There is a very good balance of child-initiated and adult-led activities to support children's ongoing progress and development. Children are learning patience, turn taking and are developing social skills as they engage in meaningful conversation with adults during small group activities or on a more one-to-one basis. Children are very interested in their surroundings and explore, make choices and solve problems as they design models from recycled materials; experiment with measuring and pouring lentils and learn new language such as 'more than' and 'less than' during this game. Staff provide a range of early writing opportunities both inside and in the garden, which support children to build on skills needed for their future learning. For example, children concentrate deeply while they 'write' and draw. They draw intricate patterns that represent a number of things that are important to them. They draw shapes that clearly represent themselves and people they know. They experiment with writing, making clear efforts to write their names legibly and confidently sound out letters in their name. Older children write their names on all of their work and are beginning to recognise that written text has meaning.

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

Children feel extremely secure in the care of all staff at the pre-school as their well-being is at the heart of pre-school practice. Arrangements to help children settle into the pre-school and build secure emotional attachments with their carers are very effective. They

form a close bond with their key person and get to know all staff and children very well as they play together. They settle quickly as staff work exceptionally well together to identify and meet their needs. This means that children develop an extremely strong base for independence, learning and exploration. All children show very high levels of self-esteem because staff have taught them to respect everyone in the setting. They are very well behaved in relation to their ages and stages of development. Clear daily structure and well-established routines enable children to be fully aware of what to expect in their day. This also enables them to develop a full range of skills to support them in future learning, for example, cooperation and independent personal care. Children are encouraged to learn about safety as they are asked to think about the consequences of their actions, such as what could happen if they run as they practise their emergency evacuation procedure.

Children enjoy being outside as much as possible and this is facilitated by free flow of activities to the garden. The outdoor space is imaginatively organised and this stimulating environment effectively supports children's learning. This not only encourages their independence but also promotes their understanding of the need for physical exercise. There are many varied opportunities to develop their physical skills as they competently use a wide range of wheeled toys, balls and balancing beams. Weekly sessions of Silat martial arts, builds on children's balance, co-ordination and further enhances their learning potential. Nutritious snacks and colourful displays about nourishing foods further support children's understanding of good health. There are high standards of hygiene throughout the pre-school which helps to ensure that children's health is exceptionally well protected.

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

The pre-school is very well managed by a knowledgeable, dedicated and reflective manager. She is supported by an established, friendly staff team who offer great stability to the children in their care and learning. All staff have a good understanding of the Early Years Foundation Stage requirements and strive to deliver an enjoyable learning experience for all children. Effective procedures are in place for performance management, ensuring that staff have appropriate skills and experience. At weekly 'catch up' meetings, staff share information about the individual needs and aims of all children and cohort groups are identified and planned for to support the particular needs. The manager supports opportunities for staff to widen their knowledge and experience by improving their qualifications and attending training. This means that high standards in teaching and planning are maintained in the pre-school.

All members of the staff team have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are proactive in ensuring children's safety is maintained and the children are carefully supervised both indoors and outside. Rigorous systems are in place to assess risk and to ensure that the premises are safe and secure. The premises are secure and there are robust procedures in place for staff recruitment and the collection of children. Staff create an environment that is safe and welcoming, where children feel secure and happy. Meticulous records are kept and staff are aware of the

need to be vigilant and to report any concerns to the manager or to an appropriate agency.

Leadership and management are good because the manager has the drive and ambition to secure changes, which have resulted in improved outcomes for all children. The pre-school staff and committee members aspire to providing the very best quality provision for the children in their care. All areas for development identified at the previous inspection have been addressed to a high standard. Educational programmes are monitored effectively to ensure that children receive a very good breadth and depth of learning experiences. In particular, the provision to track children's progress in communication and language is excellent. This is because the pre-school tracks progress closely using evaluation from Every Child a Talker (ECAT) which demonstrate a steady, upward trend in progress across all groups of children, including those with speech and language delay. They continue to develop all areas of the pre-school, with very clear goals and great success. Staff gather information from parents and staff and consistently seek children's views. As a result plans for future improvement are highly targeted and self-evaluation systems drive great improvement for children. Overall, there is a good capacity to maintain this very positive direction in the future.

The pre-school enjoys close working partnerships with parents. Parents have very positive views about the pre-school and their comments on the provision are valued. Their views are collected through questionnaires and regular parent forums. Support for children with special needs and/or disabilities, is excellent as staff fully engage parents and other professionals, such as, health visitors, portage workers and speech and language therapists. This provides very good support for children's learning and development. The pre-school has a good relationship with the primary school which is on the same site. Communication between the school and pre-school is well established and supports the smooth transition of children as they join the school nursery. They pass on children's progress records to schools and meet with teachers to further aid transition. As a result, the pre-school gives all children a very secure foundation for their future learning and development and ensures that they are ready for school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	511117
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	846873
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	43
<b>Name of provider</b>	St George's Pre-School
<b>Date of previous inspection</b>	21/10/2008
<b>Telephone number</b>	07887900348

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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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