

St Clares Pre-School

St Clare's Church Hall, Warren Park, Havant, Hampshire, PO9 4JX

Inspection date

Previous inspection date

19/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff support children with special educational needs and/or disabilities effectively and very strong partnerships with outside agencies ensure they meet children's individual needs successfully.
- Partnerships with parents are exceptionally strong and staff share and actively encourage the two-way flow of information to ensure they meet individual children's needs.
- Exceptionally thorough and accurate self-evaluation drives improvement continually across all aspects of the setting.
- The pre-schools safeguarding procedures are robust and effective to promote the welfare of all children.
- Children's communication and language development is promoted extremely effectively ensuring they are actively engaged in their learning.
- All children benefit from an exceptionally enabling play and learning environment where they are encouraged to explore and investigate.

- Snack time is not always organised to minimise the possible interruption to some children's play and learning.

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 spent time observing practice both inside and outside.
- The inspector spoke with the staff, children and a parent at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

St Clare's Pre-school registered under its current registration in 2012. The pre-school is one of two provisions managed by the same board of directors. The setting operates from St. Clare's church hall in Havant, Hampshire. Children have access to the hall, adjacent toilets and an enclosed outside area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting offers sessional care Monday to Friday from 8.30am to 11.30am, a lunch club from 11.30am to 12.30pm and an afternoon session until 3pm during school term time only. There are currently 54 children in the early years age group on roll. The nursery provides free early education for children aged two, three and four years. Staff support a number of children who have special educational needs and/or disabilities.

The pre-school employs a fully qualified and experienced supervisor to oversee the day-to-day running of the setting. In addition, there are 10 members of staff working directly with the children. Of these, nine members of staff hold relevant 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:

- enhance the organisation of snack time to minimise the possible interruption to some children's play and learning.

Inspection judgements

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

All children are making rapid progress in their learning in relation to their starting points on entry. The entire staff team have an exceptionally good understanding of the Early Years Foundation Stage framework and implement it successfully to promote children's learning and development across all areas. All staff spend time observing what the children can do. Staff use this information effectively to identify the children's individual next learning steps and plan an educational programme to reflect all children's needs. All staff are aware of the children's next steps. Consequently, everything the staff do and say with children has a purpose and a very clear learning intention. Children make excellent progress through a wide range of adult-led and child-initiated opportunities and through well-planned and incidental learning experiences.

Children are engaged in purposeful conversation as staff ask open-ended questions to extend the children's learning at every opportunity. Children are actively encouraged to problem solve and figure things out for themselves as they become active learners and begin to think critically. Staff effectively tailor the conversation and activities to reflect the children's individual needs very well. Children with special educational needs and/or disabilities are supported extremely well. Staff achieve this through very strong partnerships with parents and a broad range of professional agencies. For example, children's communication and language skills are developing exceptionally well because staff implement an early intervention programme successfully. The effective implementation of the programme has seen a rise in the children's communication skills.

Children use mathematical language during free play and focused activities. They count at every opportunity and enjoy activities sorting and weighing objects. Children recognise numerals around the environment to demonstrate their knowledge. For example, children use the numbers on the computer keyboard to identify how many items they need for their shopping lists. All children have many opportunities to express themselves creatively. They use the well-organised and equipped role play area to dress up and often negotiate roles and characters as they develop their own stories. This encourages the children to use their imaginations fully during their time at the setting. Children create their own artwork and are actively encouraged to write their names on their work. Older children form clear, recognisable letters and younger children are beginning to understand that text has meaning. Children handle books correctly and enjoy listening to stories as they staff bring the book characters to life using different voices to hold the children's interest.

All staff are highly skilled at extending the children's learning through planned activities and incidental learning opportunities. For example, children choose what colours they would like for their paintings and help staff to mix the paints. All children have access to everyday technology and use the computer keyboard with ease. They use telephones to 'speak to their parents' and ask about what shopping they need at the shops. Children are developing a very good understanding of the world around them through discussions and practical activities about other cultures and beliefs. Children use an extensive range of multicultural resources and see positive images of diversity around the pre-school. They celebrate festivals from around the world as they learn about similarities and differences.

Staff have developed very strong links with local schools to ensure the children's move to school goes smoothly. Children visit the local school to become familiar with the school staff and the building. Staff effectively promote the children's readiness for school, developing their self-care and listening skills successfully. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are extremely happy and settled during their time at the pre-school. Children form excellent relationships with the adults and other children. Staff spend time getting to know the children and their families exceptionally well. Parents share everything they know about their children on the registration forms and the 'all about me' booklets. This

enables staff to gain an understanding of children's age and stage of learning, their interests and learning styles before they attend. As a result, key people plan well-targeted activities and experiences for each child to promote their interests and ensure they enjoy their time at the setting.

Staff promote the children's personal, social and emotional development effectively and this results in children demonstrating high levels of self-confidence and self-esteem. The children confidently express themselves and openly share their thoughts and ideas with staff and other children. Staff provide a stimulating and nurturing learning environment for the children who respond well to the high expectations of staff. Children thrive in this vibrant setting because staff accurately challenge the children by setting difficult but achievable tasks. This demonstrates how well the staff know the individual children and support them effectively to reach their full potential. Staff manage children's behaviour excellently. Staff have high expectations and children know exactly what is expected of them because clear rules and boundaries are implemented consistently across the staff team. The children are actively involved in managing their own behaviour and often remind one another of the group rules.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. For example, children talk about the types of food that are good for them and what they can have sometimes as a treat. However, occasionally the snack routine means that children have to stop what they are doing and tidy away, which interrupts their play. Staff promote children's self-care skills effectively as they teach them to wash their hands independently at appropriate times, put their own coats and hats on and tidy away the resources behind them. Children use the toilet facilities independently to further promote their self-care skills. Staff supervise the children extremely well and ensure children's access to the toilets is monitored, minimising the number of children using the toilets at any one time. All children are able to use the outside play area at any time throughout the session. Here they enjoy a broad range of outdoor play and learning experiences. This enables children, who learn best outdoors to flourish and make significant progress. For example, staff often engage the children's interest inside and then extend the activities to outside to ensure all children can reach their full potential.

Staff follow precise procedures to record all accidents and any incidents that occur on the premises and obtain parental signatures to ensure all parents are fully informed. All children learn the importance of keeping themselves safe from an early age. Clear safety rules are in place and children understand them well. For example, older children often remind younger children they need to sit down when using the scissors. When the garden area was recently refurbished staff spoke to the builders about making a safe observation post for the children to watch as the garden changed. Children talk about the clear rules that were in place. For example, a four-year-old explains that 'when they fixed up the garden we couldn't go past the fence, we could just watch to keep us all safe, the men had lots of big tools and they are dangerous'. This means children develop an extremely good awareness of personal safety.

provision

Procedures for safeguarding are very good. All staff complete safeguarding training and they know how to implement the procedures to successfully promote the welfare of the children in their care. All children benefit from an extremely safe and secure play and learning environment. Staff carry out full written risk assessments covering resources, and all areas the children come into contact with, including all outings. Staff are vigilant and ensure the premises are safe and clean at all times. All visitors are required to show identification and sign in and out using the visitors' book. This ensures staff maintain an accurate record of everyone coming into contact with the children. The pre-school has all the contact details for the local safeguarding children's board and the procedures and contact details are displayed around the setting for staff, visitors and parent's information. Full written safeguarding policies and procedures are in place and reviewed regularly to ensure all information is accurate and in line with the latest guidelines. Rigorous and robust recruitment and vetting procedures ensure all adults on the premises are suitable and a full induction programme for new staff and students on placement ensure everyone is aware of their individual roles and responsibilities.

The pre-school evaluates all aspects of the provision accurately to identify strengths and any areas for development. All staff, parents and children are included in the evaluation process to ensure all views are used to drive improvement. Staff attend regular training to improve the provision. For example, the supervisor is already looking at ways to develop how they record information when completing the progress checks for children aged two years. The supervisor carries out regular appraisals to monitor the effectiveness of staff practice and encourage ongoing training to ensure all staff are up to date with current practice and guidelines. Staff feel valued and part of the team, taking responsibility for their individual roles, such as special educational needs coordinator, designated behaviour manager and health and safety. All staff effectively monitor any students on placement to develop and promote their skills and the pre-school has well-established links with the local colleges. The supervisor and the registered person are actively involved in the day-to-day running of the setting and they have very high expectations. The staff team work with an ongoing action plan with clearly defined targets and deadlines to drive improvement across the setting, demonstrating an excellent capacity to improve outcomes for children.

The high levels of partnership working with parents are evident in the entire pre-school. Exceptionally clear and open lines of communication ensure children's individual needs are met at all times. Parents have access to their children's progress records at any time and know exactly what the pre-school is working towards with them. This enables the parents to be fully involved in their children's learning and extend their learning at home. Parents are able to make written contributions about their children's learning and enjoy family events to strengthen the already strong relationships. Parents receive detailed information about the Early Years Foundation Stage framework to help them understand how their children learn and develop. Staff work hard with parents and outside agencies to ensure individual support packages are drawn up for children with special educational needs and/or disabilities. As a result, this means all children can reach their full potential.

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	EY454105
Local authority	Hampshire
Inspection number	905497
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	34
Number of children on roll	54
Name of provider	St Clare's Pre-School
Date of previous inspection	not applicable
Telephone number	02392451000

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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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