

St Pauls Sunbeams Pre-School

St Pauls Church Hall, Hamlet Road, Upper Norwood, London, SE19 2AW

Inspection date

18/04/2013

Previous inspection date

07/03/2011

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

- Effective and well thought out arrangements are in place to protect children and staff. Staff respond promptly and appropriately to address any safety concerns.
- Good assessment and planning helps to monitor the success of educational programmes and to identify any gaps in children's development.
- The impressive range of age appropriate resources effectively extends children enjoyment and promotes their learning well.
- The pre-school environment is rigorously risk assessed. It is very friendly and inviting to children and helps them to develop very good social skills and behaviour.
- Effective and well thought out arrangements are in place to protect children and staff respond promptly and appropriately to address any safety concerns.
- Robust self-evaluation enables staff to offer a service that is continually evolving to improve outcomes for children.

It is not yet outstanding because

- Regular reports provide parents with accurate information about their children's achievements but little specific detail about how staff intend to promote future learning.
- Staff provide resources and activities which feature languages other than English but these do not reflect all languages spoken in children's own homes.

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 viewed all areas used by children.
- The inspector observed activities and the interaction between staff and children.
- The inspector spoke with committee members, staff, parents and children at appropriate times during the inspection.
- The inspector sampled written documentation including safety related incident records and records of children's progress.

Inspector

Liz Caluori

Full Report

Information about the setting

St Pauls Sunbeams Pre-School registered in 1993. It operates from a community hall on church premises in a residential area in Upper Norwood, within the London Borough of Bromley. There is a fully enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is currently only providing a service for early years children. The pre-school opens Monday to Friday during term time, from 9.30am to 12.30pm. There are currently 31 children aged from two to the end of the early years age range on roll. The pre-school mainly gets funding for the provision of free early education to children aged three and four. However, the pre-school is also on the Bromley two year old pilot scheme and accepts some children aged two, who receive free early education. The pre-school supports children with special educational needs and/or disabilities and who speak English as an additional language. The pre-school employs six members of staff; of these, five 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:

- offer greater encouragement for all parents to take an active role in contributing to their child's learning
- extend the range of activities and resources which introduce children to languages other than English to reflect all languages spoken in the homes of those attending.

Inspection judgements

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

Staff plan an interesting range of activities and experiences which very successfully gain children's interest. Throughout the pre-school children explore, investigate, discover and socialise. They enjoy a good mix of freely chosen play and more structured activities aimed at promoting specific areas of learning. Skilful assessment of each child's interests and abilities helps staff to promote their individual learning and care needs well. The management team oversee children's developmental records to identify any gaps in the achievements of individual children or across the group as a whole. As a result, all children make good progress in their development. Staff are also confident at completing the progress checks for two year old children.

Parents receive regular, clear and accurate summary reports about their children's progress. The reports also include information about the future goals for each child but this is frequently generalised and lacking in specific detail. Staff largely compensate for this by engaging most parents in regular discussions. However, this does not support parents who do not regularly speak with staff to take a fully active role in their child's learning.

Children's language development is good as staff consistently use strategies such as asking questions and giving children time to form their answers. For example, a member of staff playfully asks children what would happen if they forgot to provide drinks. A child demonstrates their good level of understanding and their good vocabulary as they respond 'all the children will be thirsty all day'. Many lively and interesting conversations take place throughout the pre-school. These very effectively extend children's general knowledge as well as their language skills. Children who speak English as an additional language receive good support to develop their English. Staff obtain key words from parents to help them communicate with children as they settle in. They also provide a range of resources and activities which allow children to hear and learn about other languages. However, these do not include all of the languages spoken in children's homes. This does not demonstrate fully to children that staff recognise and equally value all languages spoken by their families.

Staff encourage children's interest of the natural world well through the good use of resources such as a tray of toy bugs. This provides a fun and highly educational game as children learn to recognise similarities and differences using magnifying glasses and reference books.

Staff prioritise children's physical development well. They organise the routines of each session effectively to allow a lot of time for outdoor play. Children confidently use ride on toys, play ball games and conquer the challenging climbing equipment. In addition, in consultation with parents, the pre-school employs qualified coaches to teach football skills to all children once a week. These sessions are extremely popular and children join in enthusiastically. They follow instruction well while also developing good coordination.

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

Children are polite, friendly, motivated and behave very well. They play happily with their friends and are learning to share and take-turns effectively. Their good social skills mirror the positive role modelling of staff. The genuine interest staff show when listening to children effectively promotes children's self-esteem and self-confidence. As a result, children form trusting bonds with staff. An effective key person system ensures that children's individual needs are fully understood. Staff prepare children well for their future moves to school. As a child nears school age staff offer greater encouragement for them to practise their writing and develop their mathematical learning. They speak to children about the forthcoming changes and invite reception teachers into the nursery.

Staff support children to develop their independence by allowing them a good amount of

freedom to make choices and decisions. Staff give children clear and consistent messages on how they should behave to keep themselves safe within the pre-school. Children are given clear instructions on why they should walk and not run and why chairs are for sitting on. Staff deploy themselves around the room and are vigilant of what children are doing around them. Children take carefully managed risks which help them to learn how to keep themselves and others safe. For example, staff intervene when two children attempt to lift a heavy box full of toys. They allow them to continue but give appropriate advice on how to share the weight equally and encourage children to consider their own capabilities.

Staff provide a very large and interesting range of toys which significantly enhance children's enjoyment. They confidently select the items they want to play with and transport them around the hall to extend their games. For example, children dressed as princesses and other characters enjoy exploring the sand play and are fascinated as they pour sand through holes made in coconut shells.

Staff ensure that children can play and learn in a well presented and clean environment. Children develop a good understanding of the importance of adopting healthy lifestyles. They exercise regularly and enjoy nutritious snacks and drinks that are planned to reflect and meet their individual dietary requirements.

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

Staff prioritise children's safety well. They are vigilant in their supervision and sit amongst the children. They frequently offer advice and guidance to teach children about how to behave safely. For example, children who run in the hall receive a gentle reminder to walk when playing indoors and why this is important. First aid trained staff are present at all times and staff maintain clear and detailed records of all accidents and incidents. Appropriate procedures are in place, and comprehensively followed, to deal with any accidents that require medical treatment and staff understand these well. Regular risk assessments and health and safety checks takes place to identify any potential hazards. Where a potential hazard is identified this is immediately addressed to minimise risks to children. The manager takes lead responsibility for child protection. She has completed training to support her in this role and understands the procedures to follow should concerns arise about the welfare of any of the children.

The committee, managers and staff team work very effectively together to provide an efficient, well organised service. They fully recognise their responsibility to promote both the learning and development requirements, and safeguarding and welfare requirements, of the Early Years Foundation Stage Framework. The manager very effectively monitors the success of educational programmes and the individual performance of staff. Ongoing self-evaluation accurately identifies the strengths of the provision and areas for further development. Staff work well with the local authority advisory team and actively seek the views of parents and children in order to identify and prioritise improvements.

Children benefit from the positive relationships in place with their parents and other

professionals involved in their care and welfare. Parents express high levels of satisfaction with the service they receive. A parent stated 'We are happy. Our child has made good progress. Her key person is very good and all staff take time to sit with you and go through things'. Good arrangements are also in place to share information with any other childcare settings attended by the children. This supports staff to ensure that care is coordinated and cohesive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	137361
Local authority	Bromley
Inspection number	911217
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 6
Total number of places	26
Number of children on roll	31
Name of provider	St Paul's Pre-School Committee
Date of previous inspection	07/03/2011
Telephone number	020 8249 2751

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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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