

St Francis Pre-School

Blackfield Primary School, Hampton Lane, Blackfield, Southampton, Hampshire, SO45 1XA

Inspection date	07/05/2013
Previous inspection date	07/10/2008

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

- A successful key person system helps young children to settle and develop secure and trusting relationships.
- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident as staff are sensitive to children's individual needs.
- Children are welcomed into an environment where they are all valued and included.
- The indoor and outdoor learning environments provide interesting and stimulating resources that engage children and build on their interests.
- An excellent partnership between the pre-school and parents ensures key information is shared between them.

It is not yet outstanding because

- Some large group times are not well organised and some children become restless sitting for longer than necessary.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector observed activities in the indoor and the outdoor learning environment.

Inspector

Alison Large

Full Report

Information about the setting

St. Francis Preschool registered in 2006 and is managed by a voluntary committee. It is situated in a self contained room within Blackfield Primary School in the Blackfield area of Hampshire. The preschool has its own outside play area. The setting is registered on the Early Years Register and accepts children aged from two years to under five years. There are currently 69 children on roll, and the pre-school is in receipt of funding for free early education sessions for two, three and four year olds. The preschool is able support children special educational needs and/or disabilities and also those with English as an additional language. The preschool opens five days a week, Monday to Friday during school term time. Sessions are from 8.45am to 3.15pm with options of morning, afternoon or all day sessions. Children are able to attend for a variety of sessions. There are 13 members of staff working with the children, 12 hold a relevant early years qualification to level three and one member of staff is working towards a level three qualification.

What the setting needs to do to improve further

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

- develop the organisation of group times so that children sit for times that are appropriate to their age and stage of development

Inspection judgements

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

The pre-school is welcoming to the children, who are able to move around freely and access a wide range of activities and resources. Children thoroughly enjoy their time at the setting. Staff create a challenging and stimulating session, where the atmosphere is positive and encouraging. Children take great pleasure in their learning and achieve well in relation to their starting points. This is because staff interact well with the children and develop positive relationships with each child. The children quickly settle into the session and can independently make choices about their play. Staff have a good understanding of the areas of learning and how children learn. They confidently question and extend children's learning during planned and everyday activities. The pre-school is organised to provide an exciting learning environment, with access to well resourced areas that children can explore freely. The educational programme ensures the children are offered interesting experiences across the different areas of learning. However, during large group times some children lose interest as they sit for longer than necessary and become restless. This affects their involvement during these activities.

Observations and photographic evidence are collected by staff and included in each child's learning journey. The regular observations are made to identify learning priorities and a tracking sheet is used for each child. This makes it clear to see the progress each child makes and how their next steps are identified. During creative play, children can experiment with paint or glue, and help themselves to scissors, sticky tape and paper to make things. Children's mathematical skills are developing well. They talk about shape and size and are learning to count confidently during their play, they count the candles on the birthday cake and how many birds they have lined up. Children become aware that written words have meaning as adults sit and read books with them. Children's vocabulary is promoted well, staff make good use of opportunities to help children develop their language. They reinforce words with the children and provide alternative words to extend the children's vocabulary. Some children are beginning to recognise their written names. They are developing good communication skills and chat happily to both one another and to adults.

Staff take good opportunities to ensure all children are involved in the pre-school. For example, less confident, quiet children are encouraged to take part in activities. Staff get to know the children well, and children with additional needs are supported well. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. The pre-school have implemented the two year old progress check, and all documentation is in place and shared with parents. Parents are kept well informed about the life of the pre-school via the notice boards and through daily chats to staff. They state they have seen their children make good progress since starting at the setting. Children are developing useful skills for future learning, for example at school.

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

Children settle well and are very happy and confident in the pre-school. Children's individual needs are met because staff get to know the children well and work to promote an inclusive environment. A very good key person system is in place. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. The outside play area has a wide range of resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. There was great excitement from the children when during the inspection they were able to fill the paddling pool with water to paddle in. The children enjoy running around getting fresh air and exercise. They are supported well by staff and are able to climb and practise a range of movements in safety.

Effective measures ensure children are learning how to stay safe. Staff discuss safety issues with the children and they learn why they shouldn't run indoors, or throw the sand, and they learn methods to help them share and take turns. Good systems are in place for behaviour management. Children behave well and play very well together. They are developing relationships with each other and interact well together throughout the setting. The children are learning about good hygiene routines as they are reminded to wash their hands before eating and after messy play. Many are independent and take themselves to

the toilets or put on their own coats before going outside. Good systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents and medication administered. The pre-school provides a good variety of healthy and nutritious snacks; and drinks are offered throughout the session. Staff help support the children when they first join the setting. Staff have very good links with the school they are part of and welcome the teachers into the pre-school to visit and get to know the children. Good relationships have also been developed with the other local primary schools to ensure all the children have a successful move into school.

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

Children benefit from a staff team that work very well together and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. Arrangements for safeguarding children are robust. Staff undertake training in child protection and have a thorough understanding of safeguarding procedures. Clear procedures are in place for recruitment and vetting of new staff and committee members, which helps ensure all adults working or having regular contact with the children are suitable to do so. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety inside the pre-school as well as in the garden. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. Effective systems are in place for self evaluation of the pre-school to reflect their good practice and prioritise any areas for improvement.

An excellent partnership between the pre-school and parents ensures key information is shared between them. Parents express confidence in the standard of care their child receives and the good communication and information sharing. They are kept informed of the variety of activities their children experience and the progress they are making. They are encouraged to contribute to their child's learning journey. Equality and diversity is promoted well. The staff have a good knowledge of each child's needs and work closely with the parents and other agencies involved with the children. The pre-school have put systems in place to liaise with other providers the children may attend to ensure information can be shared about their learning. Children make good progress as a result of these robust arrangements.

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	EY301961
Local authority	Hampshire
Inspection number	911787
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	69
Name of provider	St Francis Pre-School Committee
Date of previous inspection	07/10/2008
Telephone number	02380 899 406

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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

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