

St Laurence Pre-School & Club 11 Ltd

Broad Street, Long Eaton, Nottinghamshire, NG10 1JH

Inspection date	14/05/2013
Previous inspection date	01/05/2009

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 benefit from warm relationships with the staff that enable them to feel safe and secure in their care.
- Staff promote physical development well. As a result, children are handling equipment efficiently and gaining good control and coordination of their bodies.
- Staff develop strong partnerships with parents and keep them well informed about all aspects of the setting. This helps children's development over time.

It is not yet good because

- Opportunities for children to advance their mathematical skills are weak. Staff do not provide sufficient activities to promote mathematics. This includes staff not always encouraging children to use mathematical language or skills while they play.
- The organisation of the day does not give children sufficient time or freedom to become deeply involved in their activities. As a result, they are not always able to pursue or revisit their chosen activities to complete them to their satisfaction.
- The outdoor environment has not yet been resourced or developed effectively enough, to provide a stimulating and well-equipped area for children to learn about the seven areas of learning, to help their all-round development over time.

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 held discussions with the managers and spoke to the staff, children and parents.
- The inspector observed children in their play, focused activities, outside and meal times.
- The inspector held a joint observation with the two managers outside.
- The inspector looked at children's assessment records, learning journey records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

St Laurence Pre-School and Club 11 Ltd opened in 1984. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and has been under the present ownership since 2000. It operates from a converted building situated within the grounds of Long Eaton Public Library, in Long Eaton, Derbyshire. The setting is open each weekday from 7.30am to 6pm during term time and 7.30am to 5.30pm during school holidays. All children share access to an enclosed outdoor play area.

There are currently 91 children on roll, of whom 74 are within the early years age range. The setting supports children with special needs and/or disabilities, and children who speak English as an additional language. It receives funding for two-, three- and four-year-olds. The setting employs 11 members of staff who work with the children. Of these, nine hold qualifications at level 3 and two hold level 2.

What the setting needs to do to improve further

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

- ensure there are sufficient activities to promote mathematics and increase children's mathematical skills, by developing a culture of using mathematical language and skills while children play; for example, counting and using numbers, calculating simple addition and subtraction problems or describing shapes, spaces and measures.

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

- review the organisation of the day to ensure children have the time and freedom to become deeply involved in activities that interest them and enable them to pursue and revisit activities to complete them to their satisfaction, paying particular attention to snack and outside play times
- support children's all-round development by developing the setting's outdoor area so that it is stimulating and well-resourced and includes all seven areas of learning.

Inspection judgements

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

Overall, children's progress is satisfactory. They are happy and content at this setting because they are welcomed by caring staff and offered a range of fun activities. Children clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the range of resources offered. They explore and play, displaying emerging levels of independence, and demonstrate a positive attitude towards learning. Staff have an appropriate understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundations Stage. They find out about children's likes, dislikes and capabilities when the children first start with them. This information, along with the setting's initial assessment, forms the children's starting points. As a result, their key person can provide adequately for the children's individual interests from the start. Staff continue to make observations of children while they play. They use these sufficiently to identify children's next steps and to inform planning. Tracker sheets are in place and staff use these appropriately to plot children's achievements. Staff are completing the progress check at age two successfully. Children with special educational needs and/or disabilities and children with English as an additional language are successfully supported so they make suitable progress in their learning and development. For example, visual timetables are in place and posters with different languages are displayed to help children use their home language while they play.

Teaching in the setting is suitable. Children concentrate and listen to instructions and independently choose their play. They are engaged and show curiosity. Staff support and enhance children's learning. They ask suitable questions to help children learn and provide ideas to extend activities. They play alongside the children offering gentle support and encouragement, enhancing their skills. One example of this is when children are playing with the sit-and-ride cars. Staff expand this and suggest that the cars have broken down. One member of staff becomes the car mechanic and begins to repair the cars. Children join in and use their imagination well. They start to paint lines to make roads and talk about road safety. They ask questions, such as 'Will you mend my car?' and 'How can you mend it?', and wait their turn to have their car repaired. Staff have extended this activity well to incorporate all areas of learning, except mathematics. However, the children's play is interrupted when they have to stop to have snack and go inside and tidy away the toys they have been playing with. As a result, the children are not given sufficient time to pursue their learning without interruption, or to complete or return to their activities to their satisfaction.

Young children participate in singing popular number songs. However, their understanding of numbers is poor. Mathematics is a weakness of the educational programme and staff do not provide sufficient activities or games to promote this area well. They do not use mathematical language while children play or when they are involved in focused activities. For example, there are few opportunities to help children develop and improve their skills in counting and using numbers, calculating simple addition and subtraction problems or describing shapes, spaces and measures. Consequently, the children's progress in this area of learning is not as developed as in other areas.

Staff foster children's communication and language skills suitably. They are constantly talking to the children and introducing new vocabulary and asking open-ended questions. For example, the younger children are asked 'What's in the bag?' when participating in group time, and older early years children are encouraged to answer 'how' and 'why'

questions, while they discuss the weather. Children happily talk to their friends about what they are doing. Staff take these opportunities to promote further communication and language skills generally well. They show interest in the words children use and give them time to think about what they want to say. Children develop an appreciation of books and sit independently in the comfortable book area and talk about what is happening in the pictures. Staff sit and read books on request and use actions, props and puppets to help children concentrate and listen to the stories being read. Children are writing their names and older early years children are beginning to also accurately write and recognise letters of the alphabet. This helps them to develop early literacy skills appropriately.

Children's physical skills are developing well. They learn to climb, balance and throw as they enjoy riding on sit-and-ride toys and using equipment effectively. This area of learning is further promoted as children part take in physical exercise activities and enjoy using the parachutes. Here, they learn cooperation with their friends and handling skills. Children have a range of opportunities to increase their fine handling skills, such as using play dough tools, chunky crayons, paintbrushes and glue spreaders. These tools also enhance children's expressive art and design skills. Children freely paint and clearly demonstrate their control of the paintbrush as they create pictures. Children enjoy finding out about their world. Older early years children demonstrate mouse control as they use the computer, and younger children press programmable toys appropriately. The outdoor area provides opportunities for children to hunt for worms and learn how to care for living things as they grow seeds.

Parents are involved in their children's learning from the moment they start at the setting. Staff communicate with parents on a daily basis and they have regular opportunities to view their child's learning journey records. As a result, parents are well informed about their children's progress and achievements. This in turn means they can talk to their children about what they have been doing at the setting at home. To promote further parental involvement, staff have introduced books which children take home to read with parents. This also helps with children's readiness for school.

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

Children enjoy attending this welcoming, friendly setting. They show that they feel safe and secure because they happily separate from their parents. The key person system ensures that each child and family has a main point of contact in the setting and helps children to form secure emotional attachments. Children have built up strong attachments and relationships with their key person. This enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and have good levels of self-esteem. Children's routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met.

Children play cooperatively with their friends. They are confident to explore their surroundings and use their imagination as they play. Children's behaviour is good because staff use positive strategies to help them learn right from wrong. Children are treated as individuals, according to their own individual needs, with kindness and respect, and this is reflected in the way that they behave towards each other. Children throughout the setting

are supported when they transfer to new rooms because staff handle transitions carefully and sensitively. This ensures children do not lose confidence when in a new environment. This is further enhanced to help children move from one setting to another and an appropriate system is in place, where children's achievements and personalities are passed on to provide continuity of care.

The inside environment is effectively set out to offer children an acceptable range of activities and play opportunities that help promote their learning in most areas. Resources are accessible so that children can make choices about their play. The environment is bright, colourful and well resourced. There are displays of children's artwork, weather and various charts on the walls, and children have their own named coat pegs. However, in contrast, the outside environment is not as exciting or as well resourced. Consequently, it does not provide a stimulating environment that offers learning opportunities in all seven areas. For example, children use the sit-and-ride play equipment, but there is little provision for smaller play, such as reading or construction. This limits children's learning when they play outside.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. The setting provides healthy and nutritious meals and snacks, and children benefit from the carefully balanced menu offered. The lunch times are relaxed and children are developing self-help skills, as the older early years children help serve their food for themselves and are using utensils well. Children take part in a range of physical activities, both indoors and outdoors. This supports their understanding of the importance of regular exercise and a healthy lifestyle. Children develop an appropriate understanding of safety through daily routines. For example, they know the setting's rules and participate in activities involving using the road safety equipment, which helps them to stay safe when walking in the community. They part take in regular fire drills, and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

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

Staff have a suitable understanding of the Statutory Framework for the Early Years Foundation Stage, safeguarding and welfare requirements. Policies and procedures and other documentation adequately promote children's health, safety and welfare. Staff collect any necessary medical information to ensure children can be well cared for. Accidents and incidents are monitored periodically to identify any possible areas for concern. Risk assessments and daily checks are robust enough to effectively minimise risks to children. Staff have a sound understanding of safeguarding issues and know how to protect children in the event of a concern and who to report this to. The setting follows suitable vetting and recruitment procedures. They ensure they receive appropriate references and check their suitability through the Barring and Disclosure Service before employing them within the setting.

There are generally adequate self-evaluation and monitoring procedures in place. These include the views of staff, children and parents and, therefore, give a general overview of

the setting's work. Action plans are in place to ensure that improvements are made. All improvements have been met from the previous inspection. The management team has recently put in place a monitoring process for the educational programme. There are appropriate systems for monitoring staff performance. This is done through annual appraisals, one-to-one supervisions and talking to the staff about any issues they may have. The effectiveness of these is that the management team can quickly deal with any concerns that staff may have about children's needs. Managers encourage staff to attend further training in order to continue to develop their knowledge and improve the service they provide for children.

There are sound relationships with other agencies, such as speech and language therapists and the local children's centre. This enables the setting to effectively support children with special educational needs and/or disabilities and children who speak English as an additional language. Partnership with parents and carers suitably promotes children's well-being. Staff and parents are friendly together and there is ample time given to talk to parents at the beginning or end of sessions. Parents speak positively about the setting and the staff. They like that it is a small and friendly setting and feel their child is valued. Some parents feel the setting is particularly good at ensuring families are included. Parents receive a variety of information about the setting, such as from newsletters and an informative notice board in the entrance to the setting.

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	257860
Local authority	Derbyshire
Inspection number	818550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	91
Name of provider	St Lawrence Pre School and Club 11 Limited
Date of previous inspection	01/05/2009
Telephone number	0115 9721405

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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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