

Orton St. Johns Pre-School

St. Johns C of E Primary School, Riseholme, Orton Goldhay, PETERBOROUGH, Cambs, PE2 5SP

Inspection date	29/04/2013
Previous inspection date	21/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 with special educational needs/disabilities and, those who have English as an additional language and their families, are very well-supported by staff to reach their full potential in this fully inclusive setting.
- Staff give a high priority to enabling children to play and learn outdoors. This means they benefit from lots of fresh air.
- Children form secure emotional attachments with their key person because staff work closely with all parents, gathering clear information about each child. This results in children feeling settled and confident in their surroundings.
- The manager observes and monitors staff performance very effectively, and they work well as a team to identify and target areas for improvement. This means that children continue to receive very good quality learning experiences and make good progress.

It is not yet outstanding because

- Staff do not always ensure the management of behaviour consistently helps some children to learn the consequences of their actions and help them to begin to appreciate the effect that their behaviour has on others.
- Occasionally, group activities do not always fully consider the needs and abilities of all children. This means that sometimes children are not fully engaged or able to contribute in a way that is of value to them.

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 observed the indoor and outdoor play area.
- The inspector spoke to the manager of the pre-school.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector discussed the self-evaluation process.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full Report

Information about the setting

Orton St. John's Pre-school was registered in 1994. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises within St. John's Church of England Primary School in the Orton Goldhay area of Peterborough, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of child care staff. Of these, eight hold appropriate early years qualifications. The nursery opens Monday to Friday term time only. Sessions are from 8.45am to 11.15am and 12.15pm to 2.45pm. There is also a lunch time session enabling children to attend for a full day. Children attend for a variety of sessions. There are currently 70 children attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- review the delivery of group activities to ensure that they take into consideration the needs and aptitudes of all children and support each child's full engagement and participation
- enable children to manage their feelings and behaviour by demonstrating clear and consistent boundaries and effective strategies, with reasonable yet challenging expectations.

Inspection judgements

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

Children are supported by qualified and knowledgeable staff and safety is maintained in the secure and well-planned room and outdoor play area. Children settle quickly into exciting toys and resources, confidently making choices and steering their own play. Staff know the children well and undertake thorough observations. Planning is based on children's interests, next steps and family input, to effectively promote their learning and development. As a result,

children make good progress given their starting points and are learning the necessary skills in readiness for school. Relevant information is gathered from parents when children start attending. Home visits made by the manager and the key person provide staff with a baseline for children's learning. Progress checks at age two and summaries of children's development in the three prime areas of learning are completed and shared with parents. This enables staff and parents to fully understand each child's needs and plan activities to further enhance their development. Key persons know the children well and seize on opportunities to extend their learning as they act on children's individual interests to encompass next steps for learning. For example, children who may need more practice with cutting may be encouraged to get involved in the activity cutting and snipping catalogues. The quality of teaching is good and staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child.

Children play and explore independently as they use their thinking and creativity skills to create a doctor's surgery, they persuade a member of staff to act as the patient. She endures bandaging and injections to support their imagination and role play. Planning ahead for Father's Day, the children have opportunities to take part in a variety of expressive arts and crafts. For instance, they become engrossed in using a selection of media, such as, glitter, glue and tissue paper. Older pre-schoolers practise their literacy skills as they write their names and form recognisable letters in their cards, preparing for when going to school. Children's communication and language is effectively promoted. They enjoy easy access to a broad range of books in the inviting reading zone. Children enjoy the experience of sharing stories with staff and point animatedly at the familiar pictures. Some of these books are in dual languages, which bi-lingual staff read in English and children's home language. This supports children who have English as an additional language to become confident in the pre-school.

Children of all ages enjoy singing and listening to music. They grow in confidence as they join in enthusiastically with the actions of favourite songs and rhymes. Children use the cameras, video recorders and push-button toys with skill, which develops their technological skills. They smile as staff take pictures of them, taking a picture of them. Children's physical skills are developed through many activities such as, digging in the mud, making 'mud soup' and through their use of the climbing frame and wheeled toys. Children help to sow, water and harvest fruit and vegetables, such as strawberries and runner beans, as a result, children gain good knowledge of the growing cycle as a whole. Children learn mathematical skills through adult-guided play, such as making marks with water. For instance, staff paint shapes on the ground and then discuss how many sides they have. This supports their developing understanding of numbers, shapes and measure. Some children benefit from small group time, for instance, they visit the school library for story telling sessions. However, sometimes, group activities that are adult-led are too large or not located in a space conducive to listening and subsequently, children lose interest and concentration, therefore, gaining little from the experience.

Trips and outings to the library and local shops enable children to experience the local community. Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and other professionals, such as a speech therapist or occupational therapist. Staff are trained in how best to support children and how to encourage their communication, such as using picture cards to indicate which snack they

wish to choose. This means children make good progress in their learning and development. Parents are invited to attend regular stay and play weeks to see and discuss what children learn from their activities. Most parents exchange information on children's achievements and progress each day, and some contribute comments to their 'learning journeys.' Parents may speak to staff at any time if they have any concerns or comments. Their input is used to inform planning for individual children's needs and interests. As a consequence, parents are actively encouraged to contribute to their child's learning overall.

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

The effective implementation of the key person system across the pre-school ensures that children form secure emotional attachments. All children show a strong sense of belonging within the pre-school and settle well because staff have a good knowledge of their individual likes, needs and routines. Children are supported well in their transition from home to pre-school with settling periods sensitive to their differing needs and those of parents. Home visits ensure that the key person builds up a bigger picture of the child when they start at the pre-school. The pre-school is inclusive and children are learning to respect and celebrate each other's differences. For example, children learning English as a second language and children with special educational needs and/or disabilities are well-supported to participate in all activities. This is mainly due to the way staff enhance opportunities so well to make them fully interactive experiences for all children. Added to this, some staff have dual languages and this supports a sense of belonging for those children who are learning English as a second language.

Staff focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development and children are happy and eager to attend. They enjoy both indoor and outdoor play to effectively develop their physical abilities and promote their good health. Staff consistently use positive reinforcement to encourage good behaviour patterns. However, on occasions, some children display some over-excited behaviour. Adults do not always impose clear rules and boundaries and this means that some children can become excited. Subsequently, they do not learn about reasonable challenges and expectations for their behaviour or the effect it has on others. Nonetheless, this does not impact on other children's learning and development.

Children understand simple health and hygiene practices because the staff implement appropriate routines. For example, hand washing is encouraged when children return from outdoor play. Most children see to their own toilet needs. The pre-school provides a range of nutritious snacks, and water is freely available. This helps to keep children nourished and hydrated. The pre-school go to great lengths to ensure children's lunch boxes are healthy and free of nuts and offending fruit to support children who have severe allergies and to provide children with healthy options with regard to their diet.

Children are unable to leave unattended and the secure entrance prevents anyone entering or leaving without the knowledge of the manager or a strategically placed

member of staff. An emergency evacuation plan is in place and fully understood by staff. Regular fire drills are practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff work well as a team and are deployed within the pre-school to ensure children's safety and allow them to access all areas with support. Staff promote an awareness of safety issues during play activities. For instance, close supervision on the climbing frame and slide reminds children to be careful and use the equipment safely. Concerns are shared and discussed with children, for instance, when using scissors, children are asked what they think might happen if they do not sit down with the scissors. This supports children with an understanding of safety measures and how to keep themselves safe. Children are cared for appropriately, and records kept, when they have accidents or are unwell as most practitioners are qualified in paediatric first aid, existing injuries are also recorded.

Careful consideration is made to the presentation of resources which ensures that children are able to make independent choices of what they wish to play with. Children move around the room and investigate the contents of toy boxes that are easily accessible on low-level shelving. Areas are clearly identified in zones and children move freely between them, transporting resources to support their play. For example, children collect items for a picnic and move into an area to set these up. As the pre-school is based on the school site, this provides some good opportunities for children to become used to the school environment. This eases the transition process for children when they move up to school. Reception teachers are invited into the setting. This provides opportunities for children to become familiar with their new teaching staff and school environment, supporting a seamless transition when they move to different settings.

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

The manager has a secure knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager monitors the levels of planning and assessment for all children and makes sure that records are accurate and up-to-date. This means that the pre-school offers a broad range of experiences to help all children to progress towards the early learning goals. The safeguarding of children is good. Staff have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable of what to do should they have any concerns regarding a child in their care. A clearly written policy covers requirements in the Statutory Framework for the Early Years Foundation Stage, such as the action that is taken regarding the use of mobile phones and cameras in the pre-school. Staff supervise children well. Adult to child ratios are maintained successfully throughout the day and during staff lunch breaks. This is because staff work well as a team and deploy themselves carefully both inside and outdoors to ensure children receive appropriate levels of support in their chosen activities. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, detailed policies and procedures and written risk assessments that cover all aspects of the provision are robust and understood by all staff.

Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures enable staff to have a clear understanding of their roles and responsibilities and the general running of the pre-school. The manager carries out an annual appraisal with each member of staff. She has introduced supervisions and observations of individual staff to enhance this further. Staff have regular staff meetings to discuss pre-school issues. The manager supports opportunities for staff to widen their knowledge and experience by improving their qualifications and attending training. Self-evaluation includes staff's thoughts and ideas and ensures areas for improvement are quickly identified. Individual staff have an action plan; these provide the pre-school with an overall setting improvement plan. For instance, staff suggest ways to encourage children to tidy up. This secures a plan for continuous improvement to enhance children's learning and development. Parents are encouraged to share their views about specific aspects of the pre-school through timely questionnaires. The pre-school have effectively met the recommendations that were raised at the last inspection. As a result, children who speak English as an additional language and children with special needs and/or disabilities are fully included and supported in the pre-school. These strengths demonstrate why the pre-school has good capacity for further improvement.

The pre-school enjoys close working partnerships with parents. Their views are sought and acted upon. An example of this is staggering the intake of children at the beginning of a new term. Parents spoken to at the time of the inspection are happy with the pre-school and find the staff friendly and welcoming. Effective partnerships with parents make a strong contribution to meeting the needs of children. The pre-school has a good relationship with the attached primary school. Communication between the school and pre-school is well-developed and supports the smooth transition of children as they move on. The pre-school has also developed strong partnerships with other professionals including speech and language therapists and the local authority early years advisor. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make good progress.

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	256798
Local authority	Peterborough
Inspection number	910361
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	70
Name of provider	Orton St. John's Pre-School Committee
Date of previous inspection	21/04/2010
Telephone number	01733 230194

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Type of provision

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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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