

# St Andrews Pre-School

St Andrews Church, Blagreaves Lane, Littleover, Derbyshire, DE23 1PX

## Inspection date

13/06/2013

Previous inspection date

09/03/2010

## 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

- Children make strong attachments and relationships with the staff because of the good settling-in process at the pre-school. As a result, they settle quickly into the nursery's routine and become keen learners.
- Children's safety is effectively promoted through the implementation of secure safeguarding and welfare procedures and good risk assessments.
- Staff provide children with a wide range of interesting and stimulating activities to help them make good progress.
- 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 outstanding because

- Children's play is interrupted on several occasions. As a result, they are not always given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.
- Staff do not provide a variety of opportunities for children to write in the learning environment or to see a variety of signs and symbols, so that they can develop their early writing skills.

## 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 manager and deputy manager, 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 manager in the playroom.
- The inspector looked at children's assessment learning journeys records, and individual planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

St Andrews Pre-School opened in 1971 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from three rooms in St Andrews Church, in Littleover, in Derbyshire. The pre-school is open Monday to Friday from 9am to 12 noon and on Monday, Tuesday, and Thursday afternoons from 12.45pm to 3.45pm. All children share access to an outdoor play area.

There are currently 45 children on roll, of whom all are in the early years age range. The pre-school receives funding for children aged two-, three- and four-years-old. The setting employs nine members of staff. Of these all staff hold qualifications at level 3 and level 2. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- review pre-school routines, to ensure children's play is not always interrupted and enables them to pursue and revisit activities to complete them to their satisfaction
- increase opportunities for children to write in the learning environment and to see a variety of signs and symbols, to develop their early writing skills. For example, give children opportunities to write shopping lists and provide bags with script written on them.

## Inspection judgements

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

Children are happy and content in this friendly, welcoming pre-school. Staff have a secure knowledge of the learning and development requirements from the Statutory Framework for the Early Years Foundation Stage. They provide a variety of exciting and challenging activities and opportunities to promote their learning and development. Before the children start at the pre-school staff obtain information about the children's likes and capabilities from their parents. This information is then used along the pre-school's own initial assessment to plan for children's 'starting points'. Consequently, children settle well into the pre-school and are provided with activities that interest them from the start. Staff continue to teach, observe and assess the children while they play. They use the gathered information effectively to identify the children's next steps and inform planning. Staff track the children's achievements efficiently and this enables them to successfully complete the

progress check for children aged two and identify any gaps in children's learning quickly. Consequently, children are making good progress towards the early learning goals in readiness for school.

Parents are involved in their children's learning effectively. They are invited to view their children's 'learning journal records', whenever they wish and make comments on how their children are progressing. There is an ongoing exchange of information between the key person and parents, which enables them to exchange any achievements the children make successfully. Parents attend 'parent evenings' to discuss the progress their children are making in more depth. This means, both parents and staff are fully meeting the needs of children's learning effectively. Furthermore, the staff make suggestions of how the parents can help their children at home, such as counting around the house, or practising writing their names.

Staff interact positively with children and are fully committed to their learning; they talk and play with children skilfully and efficiently. They promote and enhance learning through play with positive attitudes. Staff offer plenty of challenges to children and reward them with lots of praise and encouragement. Children are active and really enjoy their learning. They are engaged and show curiosity. They concentrate and listen to instructions and independently choose their play. However, as part of the pre-school's routine a bell is rung every time the staff wish to speak to all the children. For example, to tell them snack is ready and it's time to go outside, this happens several times throughout the session. As a result, children's play is being constantly interrupted. Consequently, children are not given sufficient time to pursue their learning without interruption, to complete or return to their activities to their satisfaction.

Communication and language is fostered well and all staff model skills for language. They speak clearly, provide children with new words to increase their vocabulary and involve the children in constant conversation. This helps to increase children's understanding of language and encourages them to respond to the conversations. For example, children chat to each other and staff about the 'fans' they have made and how they 'keep you cool, when it is hot'. This also helps children to use their imagination and express their own ideas. Stories are read with passion to the children. Staff capture children's interest so they listen and participate imaginatively. This helps children to learn that print carries meaning and encourages an interest in reading. For example, children listen to a popular story and tell the member of staff how to find the bear. Children have opportunities to use the writing area to develop their early writing skills. However, there are few resources or activities to extend this area of learning effectively, to enable children to enjoy writing for purpose or pleasure. For example, they do not have opportunities to write their names on their art work, shopping lists or to write during role play. Furthermore, there is little opportunity for children to see marks, signs and symbols in the environment, such as shopping bags with script on or a menu. As a result, children cannot fully distinguish the difference between the marks they make or give meaning to marks they see in different places.

Children learn mathematical skills through adult-led activities, such as baking and learning about quantities, as they experiment with water, filling and emptying containers. Here staff encourage children to count how many jugs of water fill the container. They talk

about the container being full and empty. Staff encourage children to learn about numbers as they effectively, by using number lines and games. As a result, children are recognising numbers and counting by rote in their play well. Children use information communication technology skills efficiently. Children press buttons on cause and effect toys and, use equipment to listen to a sounds game. They have great fun using the computer to play letter and number games. This effectively promotes children's natural curiosity to experiment and to find out how things happen.

Staff promote children's physical development well. Children are well motivated in their outside play and fully engaged. This area of learning is fully supported as staff play ball games. Inside children enjoy crawling through and climbing over the 'large caterpillar', which helps to develop strongly their climbing and balancing skills. Children's handling skills are promoted well as they have many opportunities to handle small objects, such as, jigsaws, construction toys, play dough tools and paintbrushes. Children use their imagination creatively as they to part take in playing in the role-play area. Children further their creativity as they independently paint pictures of their 'mommies and daddies'.

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

Staff greet children warmly on arrival and children settle well and play happily, showing they are secure in the pre-school. Children separate from their parents confidently and settle quickly with sensitive support from staff. They quickly develop close relationships as they have one-to-one support from their key person. This supports them in developing trusting relationships. Key staff work closely with parents to support children's continuity of care. Children play in a calm, relaxed environment. They show consideration for one another. Children's behaviour is good because staff constantly praise children's efforts and promote positive reinforcement of clear rules and boundaries. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and learn important skills, such as hand washing, putting on their own coats and serving themselves at snack time.

The learning environment is stimulating and promotes learning well. There is a wide range of resources that are appropriate for the ages and development of the children and cover all areas of learning. These are easily accessible and help children to gain independence as they choose with what they play. Children are accommodated in a clean, comfortable environment that is secure and well maintained.

Healthy lifestyles are effectively promoted as the pre-school provides a healthy snack freshly prepared on the premises. Children bring their own food from home for lunch and staff ask the children to always eat their sandwiches first, then their pudding followed by their treat. This is to encourage the children to eat healthy. They also make comments about children getting big and strong, when they eat their sandwiches and fruit. Children have daily opportunities to be physically active in the playground, so they learn about the importance of exercise. Children are learning about keeping themselves safe. Staff provide activities to help children learn about safety, such as role play equipment. For example, they learn that they should not play with knives at home because they will cut themselves. They participate in the fire drill, which helps them to be aware of keeping themselves safe.

in an emergency.

The transition from pre-school to school is effectively planned and children receive good support from their key person's to help them with this move. Children have opportunities to visit the school they will be attending and an effective process is in place, where children's achievements and personalities are passed on to provide continuity of care. 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.

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

The manager and her team have a secure understanding of their responsibilities for meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The pre-school is secure and children are well supervised. Any risks to children are managed effectively, enabling the children to move around their environment freely and safely. Comprehensive risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. There are good procedures for recruiting staff and a thorough induction process. This ensures that all staff working with the children are suitable to do so and are competent to fulfil their roles. Children are efficiently protected through clear safeguarding procedures. Staff complete child protection training and have a good understanding of their responsibilities in this area. As a result, staff are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff. This helps to improve the quality of the learning for all children. To monitor the staff's performance there are supervisions and appraisal processes in place. These help staff to improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the pre-school. Management have identified training for all staff. They have put together a training programme, to ensure the training also meets the needs of the children and improves their learning and care.

The manager and her team reflects on the pre-school's practice to identify priorities for improvement and has clear action plans in place to support this. For example, they have identified the need to improve the outside area to include all areas of learning. They have recently created a garden, which has helped children to learn about growing and looking after living things. The staff have worked hard to successfully complete all of the actions and recommendations from the last inspection. This shows a good capacity to sustain improvement.

Parents speak positively about their relationships with staff and are pleased with the care that their children receive. They appreciate discussions with staff each day where they are

told about the activities their child has enjoyed. There are also newsletters and notices which inform parents of forthcoming activities. This helps ensure there is good communication between both parties to ensure staff have a firm understanding of the children's needs, to provide the best possible care they can for them. The pre-school endeavours to build partnerships with other providers of the Early Years Foundation Stage where children receive care and education in more than one setting. They fully recognise where they have been successful in this. To aid all children, good links have been established with outside agencies, such as the local authority and other agencies. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	206152
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	818043
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of provider</b>	St Andrews Pre-School Committee
<b>Date of previous inspection</b>	09/03/2010
<b>Telephone number</b>	07970 382972

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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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