

St Marys Pre-School

Rothley Village Hall, Fowke Street, ROTHLEY, Leicestershire, LE7 7PJ

Inspection date

14/06/2013

Previous inspection date

09/12/2010

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

- Steps taken to safeguard children and promote their good health are robust. Staff identify and successfully minimise potential risks. Their responsibility to protect children ensures their safety and well-being are effectively met.
- The thoughtfully planned playroom creates an enabling environment for children to promote their independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Staff support children to develop a suitable understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs so that they can begin to understand about health and hygiene.
- Staff are sensitive to the children's thinking and learning when deciding when to interact and when to value the child's independent play.

It is not yet outstanding because

- There is scope to encourage all parents to share in children's learning to support and extend children's next steps at home.
- Self-evaluation does not include the views of parents and children to more effectively inform the plans for improvement.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the pre-school in both indoor and outdoor spaces.
- The inspector spoke with the pre-school owners, the manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector conducted a joint observation with the manager to assess and discuss staff working practice.

Inspector

Patricia Bowler

Full Report

Information about the setting

St Mary's Pre-School was registered in 2009 and is one of three settings owned by the Early Years Preschool Limited. It is on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from Rothley Village Hall in Rothley, Leicestershire. The pre-school serves the local area and is accessible to all children. It operates from the main hall and there is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff all of whom hold appropriate early years qualifications at level 2 and 3 including one with Qualified Teacher Status. The manager is working towards a qualification at level 5.

The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12 noon on Monday, Tuesday and Friday and from 9am until 3pm on Wednesday and Thursday. Children attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational 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:

- encourage an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward, enabling them to support their child's learning at home
- use the views of parents and children more effectively to inform the plans for improvement, so that the drive to improve is strengthened and practice is clearly targeted to help children reach the highest levels of achievement.

Inspection judgements

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

Children separate from their parents as they are warmly greeted by staff, building secure relationships which enable them to settle quickly. They move confidently between the indoor and outdoor play areas making choices and steering their own play. Children are supported well in their development and learning because the staff's knowledge and understanding of the Early Years Foundation Stage is strong. Activities are well planned

and presented and children are enthusiastic in their play making good progress in their learning given their starting points. Children are challenged effectively in their learning as staff encourage them to 'have a go'. Staff are sensitive when deciding when to interact and when to value their independent play. For example, they persevere to connect a series of pipes onto a fixed construction unit in the outdoor area. They work out to use the steps on the nearby climbing frame in order to reach and connect higher pipes. Staff stand back until it becomes evident that help is required. Staff are directed by children through open questions about how they can help to support children's critical thinking. A staff member is directed to hold the pipes at strategic points whilst they connect vertical pipes to support the construction. Children delight in posing for a photograph to record their achievement to add to their learning journal. Staff observe and assess children systematically and maintain detailed written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities.

Key persons know their children well and develop secure relationships. However, because children are cared for in one main room they relate well to all staff members. Consequently, the relationship between each child, their key person and other members of the staff team is very good. Effective organisation, in this setting where staff set up and pack away for each session, ensures continuous play opportunities are tailored to children's individual needs and interests. Super hero play is a current favourite and children in the outdoor area jump on circular stepping stones to rescue a captive, who pretends to be tied to the tree by 'the baddies'. Books and stories support this current interest. Children complete age appropriate programmes on a portable computer replicating super heroes as they steer them along routes to collect rewards and avoid obstacles. Children organise their time on the computer using a large egg timer. They know when their turn is over, although, staff allow them to finish the programme before the next child's turn.

Children respond to gentle reminders to promote positive behaviour and learn to consider the needs of others. Staff praise and acknowledge children's efforts. For example, children giggle delightfully together at the train track; but when they throw, rather than push trains to each other, they listen carefully as a staff member explains safety issues and possible risk of injury to others. They accept a suggestion to use larger vehicles which they access enjoying rolling to each other across the room.

Teaching is effective because staff communicate with parents to obtain information, when children start, on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information especially when they arrive and collect their children. However, this exchange of information is not always sustained, meaning that there is scope to strengthen the two-way flow of information to enable parents to continue the learning at home.

Staff have experience of working in partnership with other early years providers in order to ensure consistency of care and learning. Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for their transitions. As part of this, children grow in independence as they learn to do things for themselves. School readiness is a key feature and children learn to express their feelings,

use good manners and make decisions about their play. Strong links are established with local schools. Reception teachers visit the pre-school to share information and meet the children before they visit the school.

Staff observe and assess children systematically and maintain detailed written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities.

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

Children are supported well in the transition from home to pre-school in a manner sensitive to their different needs and those of parents. Settling periods are flexible in order that parents are secure in their knowledge that children will be happy in what for most is their first step away from home. The pre-school offer an induction period where parents can attend with their children. They decide, in conjunction with staff, when to leave children for agreed periods of time. Staff act swiftly to contact parents if children on induction become upset. Parents are encouraged to re-settle children and remain with them for a period of time so that children leave the pre-school on a positive note in readiness for further visits.

Children are settled, happy and confident. Staff encourage children to play cooperatively with others, show consideration for others, share and take turns. Children are well prepared for the next stage of their learning and transitions to other settings and school. Good organisation of resources encourages children's independence as they are able to choose and select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

Staff support children well in managing their own hygiene and personal needs. Their good health is protected because snacks are healthy and nutritious and drinks are in plentiful supply in both the indoor and outdoor areas so children can access as they require. Children take their name cards to those staff supervising the snack table. This enables staff to ensure all children are offered snacks. Hand operated communication devices are used to alert staff of children who have yet to access so reminders can be given. Staff are vigilant in ensuring that children have appropriate clothing in case of accidents and parents are reminded to provide sun hats and sun protection cream in hot weather. Activities are provided under the shade of a tree in the outdoor area to provide some protection as children play. Outdoor play in direct sunshine is monitored to prevent over exposure.

The environment is safe, secure, warm and welcoming and children learn how to keep themselves safe. For example, they learn how to climb up and down the steps to the outdoor area, holding onto handrails. Staff are vigilant in supervising children to further maintain their safety.

Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally indoors and outdoors and they confidently tell staff where they prefer to play.

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

The inspection was brought forward as a result of concerns raised relating to the maintenance of children's health and well-being whilst playing outdoors in sunny weather. A review of existing arrangements has been taken by the pre-school to effectively address the concerns raised.

Children are cared for by qualified and experienced staff who are aware of their responsibilities to protect children from abuse and neglect. They are secure in their knowledge of the reporting procedures, including those for concerns they have regarding any adult caring for children. Parents are aware of the safeguarding policy and the Leicester Safeguarding Children Board procedures are accessible to them.

Comprehensive policies and procedures work effectively to maintain working practice in line with current legislation. Effective risk assessments are meticulously carried out to support children's health and safety. Required ratios are maintained at all times because staff are deployed effectively to maintain safe levels of care both indoors and outdoors. Children are never left unsupervised with a person who has not been vetted. Procedures for recruitment, selection and induction are good. For example, this is a stable staff team who have worked together for a sustained period of time and value each other's attributes and skills. Robust vetting procedures are established and staff are required to declare any issues which may affect their on-going suitability at annual appraisals. Processes for staff supervision, performance management, training and on-going professional development are strong.

Staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. As a result, children make as much progress as they can in relation to their starting points. The choice of resources is good and books and toys meet children's needs at their different stages of development.

The partnership with parents is generally good, as communication between staff and parents is maintained. This ensures that they work well together to meet children's different needs. Staff liaise with other early years providers to ensure a cohesive approach to each child's care and learning and help them in their transitions, especially as they move onto school. The pre-school staff work effectively with health professionals and specialist workers. Individual plans target specific needs and as a consequence robust systems support any health requirements and the identification and inclusion of any child with special educational needs and/or disabilities.

The pre-school strives for quality through systematic self-evaluation to identify strengths and drive improvement. However, although the views of children and parents are acknowledged through regular questionnaires their views are not incorporated into evaluation processes.

The Childcare Register

The requirements for the compulsory 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	EY409430
Local authority	Leicestershire
Inspection number	918932
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	49
Name of provider	Early Years Preschool Limited
Date of previous inspection	09/12/2010
Telephone number	07868850544

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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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