

St James Rd Church Pre-School

St James Road, Watford, Hertfordshire, WD18 0DZ

Inspection date

16/05/2013

Previous inspection date

07/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 generally make satisfactory progress because staff use their observational skills to join in and extend children's learning and development.
- The organisation of the hall promotes children's independence as they freely access a range of interesting activities, such as making music outdoors and playing with corn flour and water.
- Children settle with ease, feel secure and are happy due to the bond developed between them and the staff.

It is not yet good because

- Staff are not always effectively deployed to be able to supervise children's movements between indoor and outdoor play to provide suitable levels of support and secure their safety at all times.
- Sometimes there are too many children in the group to ensure that individual learning needs are fully met.

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 children during indoor and outdoor activities.
- The inspector spoke to some children and staff and looked at their planning.
- The inspector looked at a sample of the pre-school's policies and procedures, children's records and their learning journals.
- The inspector carried out a joint observation and had discussions with the manager.
- The inspector took account of the views of the parents spoken to on the day and their responses to questionnaires.

Inspector

Suman Willis

Full Report

Information about the setting

St James Road Church Pre-school is committee-led and was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St James Church Hall in Watford, Hertfordshire and there is a fully enclosed outdoor play area.

The pre-school employs seven members of staff, four of whom hold appropriate early years qualifications to level 3 and above. The pre-school receives support from the local authority. The pre-school opens Tuesday, Wednesday and Thursday during school term times. Sessions are from 9am until 12 noon and from 12.30pm to 3pm. Children are able to attend for a variety of sessions and some stay all day.

There are currently 59 children on roll. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school provides an inclusive service for the local community and supports children with English as an additional language and children with special educational needs and/or disabilities. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- ensure staff are suitably deployed at all times so that all children are purposefully engaged in their play and their safety is consistently assured.

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

- organise groups effectively to enable children to fully participate in all activities so that their learning is maximised.

Inspection judgements

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

Most staff have sufficient knowledge and understanding of how children learn to enable them to make satisfactory progress. The planning and assessment of activities generally takes into account children's individual needs. Staff have a sound understanding of the progress the children in their key groups are making and suitably identify the next steps in their learning.

Children are engaged in a variety of adult-led and child-initiated activities which generally sustain their interest. For example, they engage in a variety of role-play activities, creative play with corn flour and water and organised cooking activities. Group activities are generally well planned. However, children are often placed in overly large groups which means that their individual levels of development are not always catered for. For example, children are not given the opportunity to fully understand why chocolate is melting and to discuss the difference in smell between cooked and uncooked chocolate. This is because they are in a group of nine children and all are at different levels of development.

Staff generally motivate and extend children's learning by using their observational skills to join in and challenge them. For example, as children build with blocks a member of staff joins in and counts the number of steps they have built. Children learn to communicate as they enjoy being read to and are learning to develop their writing skills as they use different materials to make pictures. Books and props are used effectively to extend children's language skills. For example, a small group of children are animated as a member of staff enthusiastically reads their favourite story using puppets. Children who have English as an additional language are developing their English and communication skills because some staff make effective use of sign language. Resources are plentiful and the hall is organised appropriately to promote children's independence. They particularly enjoy role play using a variety of resources to help them understand the wider world. For example, children pretend to fill their cars with petrol and in the home corner they place purses and credit cards in their bags as they go shopping. They are becoming competent with technology as they use the cassette player and headphones and take photographs with a toy camera. Their interest is mostly sustained as they participate in an interesting music session where they learn how they can make different sounds using their hands.

The key person system mostly works well in supporting engagement with parents and carers. Parents contribute to children's initial assessment of their starting points on entry. They are kept informed of their child's progress through their learning journal and through parent consultations which are held termly. They are encouraged to support and share information about their child's learning and development at home. For example, parents bring photographs of their child's activities at weekends which are displayed in the hall and children are encouraged to talk about them in groups. Due to the progress children are making at the pre-school, they are suitably prepared for their next stage of learning either at nursery or at school.

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

Children mostly arrive happy and settle with ease because staff warmly welcome them into the pre-school. Parents provide valuable information prior to their child starting; this enables staff to be suitably prepared to meet children's individual needs. Regular meetings with parents ensure that they are fully informed about their child's progress. Information about children's care and well-being is also informally shared between parents and staff on a daily basis. Due to the links formed between all those involved in the children's care, they are suitably prepared for transition to either nursery or school. Children form suitable bonds with their key worker which enables them to feel secure. Some children have formed strong bonds with their peers and play well in small groups. Children mostly

behave well and wait patiently for their turn in group activities. However, some lose interest and are distracted because they have to wait too long for their turn as there are too many children in the group. They are becoming confident as they proudly share their achievements. For example, a child talks excitedly about how she has made two chocolate crispy cakes. The pre-school promotes a fully inclusive practice because positive images of different languages and people are attractively displayed in the hall. This helps children develop a good understanding of the diversity in cultures and beliefs. They particularly enjoy making different sounds from around the world during music and movement sessions.

Staff demonstrate a clear understanding of safeguarding children and all have completed training in child protection. The church has clear roles and systems in place to ensure that children continue to be safeguarded. For example, regular Disclosure and Barring Service checks are carried out on all staff. Students have a clear understanding about their roles and responsibilities and know that they are not to be involved in any intimate duties, such as nappy changing or toileting. This ensures that all adults are vetted and safe to be around children. Children generally develop a sound understanding of staying safe as staff give clear explanations, such as going correctly up the steps and down the slide.

Children are becoming independent learners because they freely choose their own play materials and engage in their activities with ease. They competently move between indoor and outdoor play, and staff to children ratio is maintained. However, on occasions staff deployment in the two areas is not effective in promoting children's learning and development especially when majority of them are engaged in outdoor play. This means that children's safety cannot be assured at all times. Children develop a sound understanding of road safety as they go for walks in the community in small groups. Their health needs are met as they have healthy snacks, such as fruit and milk. They have regular exercise as they play outside. Children move with control to music and movement. They are encouraged to manage their own personal hygiene as they take themselves to the toilet. Children develop an understanding of good hygiene practice because staff give clear instructions about how germs spread and the importance of washing hands before cooking activities.

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

Self-evaluation takes into account the views of all those involved in the running of the pre-school. Parents' views are valued and feedback through questionnaires enables staff to incorporate these and implement changes which improve practice for the benefit of children. The manager is supported by the chair of the church committee and they are working with the local authority to develop the care and learning environment for children. This means that evaluation takes into account the views of all those involved in the care of children. Parents spoke highly about the pre-school and valued their involvement in how the pre-school is run. The pre-school is keen to implement improvements and has addressed previous recommendations. For example, they have incorporated different languages spoken at home, by some children, into their daily practice.

All staff are supported by the manager and they have a sound understanding of their roles and responsibilities. Their professional development is encouraged and highlighted through regular monitoring of staff practice and the educational programmes. Supervision and annual appraisals identify and tackle any underperformance. Termly meetings and informal daily discussions between all staff ensure that everyone is familiar with the running of the pre-school. Students are allocated a mentor to ensure that they are also suitably supported.

All staff and the management team understand their roles and responsibilities to ensure that the provision meets the safeguarding and welfare requirements. All adults and those connected with the group are suitably vetted to ensure that they are safe to be around children. Their knowledge of safeguarding children is sound and their policy and procedure is in line with the Local Safeguarding Children Board guidance. These are reviewed at meetings and appropriately shared with parents to ensure that everyone understands them. Policies and procedures to ensure children stay safe are mostly satisfactory. For example, accidents and incidents are suitably recorded and shared with parents and ensure that confidentiality is maintained. Complaints are suitably addressed by the manager who responds to parents either electronically or by telephone. A record of complaints and their outcomes are adequately logged.

Partnerships with parents and other early years providers are suitably established and information about children's individual needs is appropriately shared. This means that children are supported by all those involved in their care. Partnership between parents, pre-school, external agencies and others generally works well to meet the diverse needs of all children. Procedures for seeking additional support for children with special educational needs and/or disabilities and for children who have English as an additional language are suitably implemented, should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	130642
Local authority	Hertfordshire
Inspection number	917452
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	59
Name of provider	St James Road Church Pre School Committee
Date of previous inspection	07/07/2011
Telephone number	01923 251825

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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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