

# Arnold St Mary's Pre-School

Family Centre, St Mary's Church, ARNOLD, Notts, NG5 8HJ

## Inspection date

25/09/2013

Previous inspection date

03/11/2011

## 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

- The team create a welcoming and nurturing environment for children and relationships between staff, children and parents are positive. Consequently, children are settled and happy in their play.
- Children are safeguarded well; risks to children are minimised through effective procedures, good supervision and vigilant staff.
- Children have regular use of the outdoor play environment, which adds to their enjoyment and learning opportunities.

### It is not yet good because

- Staff do not consistently evaluate the planning to ensure that this supports or reflects children's skills and abilities. As a result, some activities do not offer appropriate challenge or differentiation to enable children to make the best progress.
- Planning, observation and assessment is not used effectively to reflect all areas of learning. As a result, children make satisfactory instead of good progress.
- Monitoring of the educational programmes is not fully effective because improvements are not always identified quickly enough, to effectively ensure every child makes good progress within all areas of learning.
- Opportunities for children to make choices to allow them to build on and challenge their own skills and abilities, are not always maximised.

## 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's play and staff interaction, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff, children, the manager and one parent during the inspection.
- The inspector looked at children's learning journal records, planning documentation, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.

## Inspector

Alex Brouder

## **Full Report**

### **Information about the setting**

Arnold St Mary's Pre-School was registered in 1969 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Family Centre of St Mary's Church in Arnold, Nottingham and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two playrooms and there is a fully enclosed area available for outdoor play.

The pre-school has seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and 4.

The pre-school opens Monday to Friday term-time only. Sessions are from 9.15am to 11.45am daily. On Wednesday the pre-school runs a lunch club from 11.45am to 12.45pm, and an afternoon session from 12.45pm to 3.15pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- evaluate activities to ensure that these are reflective of the needs of all children and use this information to inform and plan future activities which offer appropriate challenge and differentiation to every child
- ensure observation and assessment consistently identifies children's progress from their starting points to enable staff to plan future purposeful learning experiences for children in all areas of learning, in particular the specific areas of learning, so that they make good progress.

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

- improve the monitoring of the educational programmes to ensure that priorities for improvement are quickly identified and embedded in practice to fully ensure every child achieves to their full potential
- extend children's opportunities to make choices from the range of accessible resources, to allow them to build on and challenge their own skills and abilities.

**Inspection judgements**

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

Children quickly settle into an activity when they arrive at the pre-school. Staff know children well, offering sensitive support to the new and less confident children to help them settle. For example, a number of children were attending the pre-school for their first full session. Staff made sure that resources were accessible that reflected their interests. As a result, most children tentatively begin to explore the environment and soon become engaged. Staff have a satisfactory understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They plan for children's individual needs, focusing on their day-to-day engagement in play and activities to establish what children need to do next to best support their learning and development. However, they are not consistently evaluating the range of activities offered to ensure these are reflective of the needs of children. As a result, there are times that activities lack challenge or differentiation. For example, collage materials are pre-cut and scissors are not accessible, therefore, those children wishing to make their own designs or practise their cutting skills are not able to. In addition, although staff observe progress within the specific areas of learning, this practice is not consistent. In addition, children's planned next steps link to the prime areas of learning only. This results in gaps for more able and/or older children as staff are not yet ensuring that children are challenged across all of the educational programmes. Therefore, children including those with special

educational needs and/or disabilities, make satisfactory progress towards the early learning goals.

Generally, staff plan a balance of adult-led and child-initiated activities which children enjoy. Information is gathered from parents before children begin at the pre-school regarding children's skills and abilities, which staff use to plan initial activities to support children's interest and enjoyment. Informal discussion at handover time means parents receive sufficient information about their child's care and development. Children's learning journals are shared with parents as and when they wish to view them and staff are beginning to offer ideas of how to extend and support children's learning in the home environment. As a result, parents have a suitable insight into their child's learning. Staff have developed appropriate systems to enable relevant assessments to be made to inform the 'progress check at age two', and these are shared with parents.

Children are developing into confident communicators in line with their abilities. Staff ensure they engage children in conversation during activities and provide regular opportunities to come together as a group, allowing children to practise their skills. For example, they are asked to comment on the weather, day of the week and greet staff by name during their 'welcome song'. This also supports children's understanding of the world and personal, social and emotional development. Children happily chat with the adults and their friends during the play activities. At the painting table they use brushes and vehicles to create their own design, telling staff 'look at the pattern I made'. They manipulate play dough, squeezing and prodding, observing the shapes this makes as it oozes out of the various moulds. However, these activities are not extended or adapted to ensure that children of all ages and abilities are appropriately challenged. This leads to missed opportunities in children's learning and development. Children's love to look at books and have access to a 'cosy corner' within the main playroom to enable them to 'read'. This is further supported through the use of puppets and various story aids which enables children to 'act out' familiar stories, again supporting their language and communication.

Children readily engage in role play and have access to a suitable range of toys and equipment to support this area. They use their imagination well and take on defined roles, such as 'mummy' or 'daddy' when in the home corner and show growing confidence and skill in putting on and taking off the dressing-up clothes. Staff support older children's readiness for school, for example, by promoting their independence in hand washing, encouraging them to put on their own coats and encouraging their social skills. Children have good opportunities to use the outdoor area, mostly on a free-flow basis. They use their large muscle skills well, as they hop, run, roll down the slope, push toys and use wheeled toys with growing skill and dexterity. Children are very aware of their own space and most can stop and start independently while using wheeled equipment, ensuring children remain safe. As a result, children of all ages have good physical skills and all enjoy using the range of equipment accessible to them.

Children's mathematical skills are fostered appropriately. They explore number and its meaning as they play. For example, when using the play dough, children count the number of pieces they have pushed out of the mould. Staff begin to use number and counting during planned activities, for example, counting the number of children present

at circle time and asking children what the 'number is for today'. This is not always effective in meeting the needs of younger children as they do not yet understand the concept of number, however, it does enable them to hear mathematical language. Children begin to problem solve as they work out which piece of puzzle fits in to the appropriate hole and when working out that the step is needed for them to reach the sink. Staff suitably support children to learn about the community and the world around them through activities, such as national and international celebrations. Various programmable toys support children's developing awareness of early technology, for example, battery operated toys, remote control cars and mobile telephones.

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

Spaces that children access are welcoming which contributes to them settling well at the setting. Staff show a suitable understanding of their role as key person in promoting children's care and well-being. They support children appropriately during their transition into the pre-school. For example, they work closely with parents to establish children's likes and dislikes along with their care needs. This information enables staff to meet children's individual needs from the point of entry. Staff acknowledge that for some children, and their parents, this can be an emotional time and so offer a staggered entry to enable children to become settled and happy before staying for a full session. As a result, staff form caring and friendly relationships with the children, and therefore, children feel happy and enjoy their time at pre-school. The setting have established close partnerships with others settings that children will move onto, for example, schools, to ensure that information about children's care and learning needs are shared, enabling children to feel secure with change.

Children are well behaved. They play well with their peers, learning to share and take turns as they play. Staff offer gentle reminders during times of disagreement and encourage children to let others have a turn with equipment. During circle time children are asked if they remember the 'promises' they make at pre-school, for example, 'listening to one another' and 'being kind'. Children are praised for showing good behaviour, contributing to their self-esteem and confidence. Children's independence develops as they help themselves to tissues and manage their own personal hygiene. Nappy changing procedures are suitable and staff ensure that this is managed hygienically and supports children's privacy. Generally, children have appropriate opportunities to choose from the range of resources and activities put out for them, to support their play and learning. However, there is less opportunity for children to be able to make more choices during their play to change and challenge their own ideas, as other resources are stored out of sight in the outdoor shed. Children learn about healthy eating as staff talk to them about the content of their packed lunch, encouraging them to eat the 'healthier' foods first, such as, sandwiches, fruits and yogurts. They are active and show good physical skills as they use a range of suitable play equipment in the outdoor area, supporting their health and well-being. Children feel and are safe within the pre-school as systems are in place to ensure that all potential hazards are minimised. Staff promote children's understanding of how to stay safe well. For example, they role model how to exit the building safely when using the outdoor play area and encourage them to tidy up their toys so that they 'don't

trip over and hurt themselves'. In addition, regular evacuations drills are practised to ensure that children can begin to understand what to do in the event of a fire.

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

The manager demonstrates a suitable understanding of her responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Arrangements for safeguarding children are good and any concerns that arise are dealt with appropriately to support and maintain children's safety and well-being. The pre-school has a clear policy and procedure in place, which is regularly updated to ensure that any changes required to reflect changes in legislation or local practice are made. Further to this, sound risk assessments ensure all areas children access are safe and suitable. Arrangements for keeping the building, and outdoors areas secure, are good. The manager ensures that during pertinent times, such as, arrival and departure, a member of staff supervises parents and children's entry and exit, to limit the risk of a child leaving unsupervised. A range of policies and procedures are in place and made available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being.

Suitable recruitment and vetting procedures are in place to ensure that all those working or having contact with children are safe and suitable. In addition, an induction process is followed to ensure that new staff, as well as volunteers or students, are informed of all the pre-schools policies and procedures. As a result, all those who work at the pre-school are appropriately informed and understand their roles and responsibilities. Staff are supported appropriately by management, through the provision of supervision and appraisals. This enables the manager and staff to discuss their professional development.

The pre-school monitors and evaluates their provision through an appropriate system of self-evaluation. As a result, targets for improvement are identified for future development to enhance children's care and learning. The setting has made some improvements since their last inspection regarding the recommendations raised. For example, snack time is suitably organised to meet the individual needs of children and induction procedures ensure staff have a good understanding of their roles and responsibilities, particularly around safeguarding. Further to this, partnerships with parents have been developed to ensure that a regular exchange of information allows parents and staff to be informed of children's learning and development. However, the system to monitor the educational programmes is not fully effective. As a result, improvements needed are not identified quickly enough to ensure that every child makes good progress in all areas of learning. The setting works appropriately with other professionals, such as speech and language therapists, to ensure that all children receive the support they need to enable them to make progress in relation to their starting points and capabilities.

### **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

<b>Unique reference number</b>	253228
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	936483
<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>	30
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Arnold St Mary's Pre-School Committee
<b>Date of previous inspection</b>	03/11/2011
<b>Telephone number</b>	07969 544 137

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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  
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