

St John's Pre-School

St. Johns Catholic Primary School, Melbourne Street, TIVERTON, Devon, EX16 5LB

Inspection date

Previous inspection date

10/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The excellent key person system and use of 'nurturing groups' helps children to form highly secure emotional attachments, so they become very confident and independent.
- Staff provide a language rich environment, using visual aids for children of all abilities to become confident communicators.
- Children move freely around the pre-school, motivating them to initiate their learning and make independent choices.
- Staff have an outstanding awareness of how to safeguard children through precise professional development, which enhances their excellent knowledge.
- The strong staff team work extremely well together and have an exceptional drive for excellence for the benefit of the children.

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.

Inspection activities

- The inspector observed children indoors and outside.
- The inspector carried out a joint observation and evaluation with the Foundation Stage Leader.
- The inspector held a meeting with the Foundation Stage Leader and the Safeguarding Officer, and had a discussion with the Head Teacher.
- The inspector spoke with parents, children and staff, and took account of the pre-school's own action plan for development.
- The inspector sampled documentation, including the children's assessments, policies and procedures and information for parents.

Inspector

Elaine Douglas

Full Report

Information about the setting

St John's Pre-school re-registered in 2013. It is run by the school governing body and operates from St John's Roman Catholic VA Primary School in Tiverton, Devon as part of the Foundation Stage Unit. The children have use of their own fully enclosed outdoor area. They also have use of the school's extensive grounds. The pre-school is registered on the Early Years Register. There are currently 36 children on roll in the early years age group, of these five are two-year-olds. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The pre-school operates Monday to Friday during term time only from 8.50 am to 3.20 pm. There are five members of staff, of whom one holds a childcare qualification at level 4 and the others hold level 3 qualifications. The governing body also run a breakfast club from 8 am to 9 am, an after school club from 3.30 pm to 6 pm and a holiday club during the school holidays from 8 am to 6 pm according to demand.

What the setting needs to do to improve further

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

- use all opportunities to help the youngest children to link sounds to letters, to support them in recognising their name in writing.

Inspection judgements

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

Staff have an excellent knowledge of how children learn and use highly effective and precise assessments of children to plan for their continuous development and to inform the progress check for two-year-old children. Staff meet regularly with parents and other professionals to ensure a consistent approach to supporting children's development. Parents contribute to their children's assessments through recording special achievements at home, for example. Staff plan stimulating activities, which meet children's individual learning needs. Consequently, children make rapid progress considering their starting points and abilities.

Children are active learners because staff skilfully extend children's learning through their games. For example, a member of staff asks children if a child's jacket will fit her. As a result, children make predictions and learn about size. Staff encourage children to describe what is happening in their activities. For example, when children paint their hands, staff ask them what has happened to the colours. As a result, children learn that red and yellow

mixed together makes orange. Staff use name cards throughout the pre-school and older children recognise their names. However, staff occasionally miss opportunities to link sounds to letters to support the youngest children in recognising their names. Staff ask good open-ended questions, such as 'Why do you think the wood feels hot?' Children respond by saying the sun has been shining on it. Staff encourage children to think critically, such as asking them to say how they might carry out an activity. Children think about how they might solve a problem, such as how to make their train go backwards when it reaches the end of line. Children use books independently and develop good early writing skills, for example, they use water and brushes on a chalkboard to represent writing.

Staff split children into small groups for activities specific to their individual learning needs. The youngest children attend a 'nurturing group' in a cosy room, where they gain confidence to speak in a group. Staff give very young children simple choices so they do not feel overwhelmed. For example, staff show them two photographs so they can pick their favourite picture to register their attendance. Children thoroughly enjoy stories, choose songs and join in with the actions and some words. Staff use simple sentences and role-model the use of language with visual aids. This promotes children's communication skills exceptionally well, including those learning English as an additional language. Children later use songs and new words in their play, for example, when they use role-play or small world toys. Staff have an excellent understanding of children's interests, likes and dislikes. They use this information extremely well to motivate children and promote their development, such as using puppets to encourage language and imagination. Consequently, children develop excellent skills in their key areas of development and staff prepare children extremely well for their next stage of learning.

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

The outstanding key person system means staff know children exceptionally well and children are very content. Parents know who their child's key person is and there is a second special person to support children in their key person's absence. There is a nurturing ethos so children become highly confident and this supports them in trying new skills. Staff gain excellent information from parents to aid children's settling in. For example, parents provide photographs of children's family, pets and interests for children to relate to. Staff display parents' comments of their children's 'wow' moments and this helps to build high self-esteem. Staff provide exemplary role models, including all children in activities and games and valuing their contributions. As a result, children develop excellent relationships. They have an exceptional understanding of the staff's high expectations. For example, staff shake a tambourine and children stop and listen and wait for instructions. Staff use visual signs and pictures to ensure children of all abilities understand the routines and then offer praise when children follow them, which encourages children to behave well.

Children gain an excellent awareness of safe practices through their play. For example, they use oven gloves when handling pans and talk about not burning their mouth on hot food.

Children develop outstanding practices to keep themselves healthy. They help themselves to drinks of water, especially when running around outside. Staff teach them a song to sing while washing their hands, which means they clean them thoroughly. Children choose between milk or water and a range of fruit and vegetables for their snack. Children are extremely independent; they even learn practical skills such as washing up and drying their own crockery. Staff ensure children are confident, settled and happy before working with parents to help children use the toilet independently. Staff follow very hygienic nappy changing procedures to protect children's health.

Children have free use of the indoor and outside environments, which enables them to access an extensive range of good quality resources. For example, children use magnifying glasses to look closely at natural resources. Children use the school pond and Forest School, where they learn to take appropriate risks to enhance their development. Visitors to the pre-school, and outings, provide real experiences for children and this enhances their learning. For example, a surgical nurse joins them in their hospital role-play. Children use the whole of the Foundation Stage Unit, so their move to school is seamless for themselves and their parents.

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

The leader and management have an outstanding awareness of their responsibilities to meet the safeguarding and welfare requirements. There is excellent security and staff vigilantly monitor children at drop-off and collection times, to ensure that children only leave with an appropriate adult. The Foundation Stage Leader has recently introduced deployment charts, so that each member of staff knows their area of responsibility and to make sure staff supervise every part of the environment. The management team have recently re-checked the suitability of all staff. All staff hold a first aid qualification and a minimum of level 2 safeguarding training so that they know what to do in the event of any concerns. There is extensive documentation for guidance, and the designated person has an exceptional knowledge of procedures to protect children's welfare. Staff carry out daily checks of the premises to ensure all equipment is in place to keep children safe. All required documentation is in place and organised extremely well to support the highly efficient management of the pre-school.

The Head Teacher is mentoring the new Foundation Stage Leader to carry out staff appraisals. Excellent systems of self-evaluation ensure continuous improvements to an already outstanding provision. For example, staff are currently reviewing all the policies and procedures, and the prospectus, to ensure they are in line with the school but relevant to early years. Staff take any concerns expressed by parents very seriously. They quickly review their procedures and implement new procedures to benefit the children. For example, staff have been improving the outside area so that it provides a safe outdoor classroom for those who prefer learning outside. Staff use peer mentoring to pass on the knowledge gained from their training. For example, the lead practitioner for the nurturing group has trained all staff, so that they can all take an active role and support the

youngest children. The Foundation Stage Leader is implementing a new system to monitor children's overall progress. She regularly goes through the key person's tracking system to identify any gaps in children's development and to ensure consistent, accurate assessments and planning for every child.

There is a strong, committed staff team, who work extremely well in partnership with parents and outside agencies. This is to ensure that they have an extensive knowledge of each child and can provide any additional support. Parents receive extensive information through the prospectus, daily verbal communication, parents' evenings, newsletters and a communication book. The leadership and management team provides translated documents for parents with English as an additional language. The staff visit other settings children attend, make phone calls and use the communication book to share information and ensure consistent care and learning. As a result, children achieve to the very best of their abilities.

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	EY459841
Local authority	Devon
Inspection number	909404
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of provider	St Johns Catholic Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01884257643

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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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