

St. Mark's Pre-School

St. Marks Church Centre, St. Marks Road, WESTON-SUPER-MARE, Avon, BS22 7PW

Inspection date	16/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The manager provides a good role model, using all opportunities to improve practice for the benefit of the children.
- Staff skilfully enable children to initiate their learning and provide additional resources and support to challenge their learning further.
- Staff give children's safety high priority, whilst promoting their independence through managing age appropriate risks.
- Children receive consistent care and learning through staff's good partnerships with outside agencies and other childcare providers that children attend.

It is not yet outstanding because

- Staff do not have a buddy system so that children always have a special person who knows them well in the absence of their key person.
- Staff sometimes miss opportunities to extend children's mathematical skills and to ensure children understand about size through practical experiences.

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 in the indoor and outdoor environments.
- The inspector carried out a joint observation and evaluation with the manager.
- The inspector checked safeguarding information.
- The inspector took account of the setting's own self-evaluation and evaluation systems, and spoke to parents, staff and children.
- The inspector sampled documentation, such as the children's development records, registration forms and policies and procedures.

Inspector

Elaine Douglas

Full Report

Information about the setting

St. Marks Pre-school re-registered in 2013 and is now privately owned by the manager. The pre-school operates from the main hall within St. Marks Church in Worle, North Somerset. Children have access to enclosed outside play areas at the rear of the premises. The pre-school opens Monday Tuesday, Wednesday and Friday from 9am to 3.30 pm and on a Thursday between 9am to 12 noon, term time only. The pre-school is registered on the Early Years Register and offers care to children aged from three years to five years. There are currently 38 children on roll. The pre-school receives funding for the provision of free early education to children aged 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 employs five staff, all of whom hold a childcare qualification at level 3.

What the setting needs to do to improve further

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

- provide a second key person so that children have a special person in the absence of their key person

- extend staff awareness of using all opportunities to promote the programme for mathematical development and use practical experiences to develop children's understanding of sizes more effectively.

Inspection judgements

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

Staff have a good understanding of how to promote children's learning and development effectively. They enable children to initiate their learning and provide good interaction to challenge them further. They plan interesting whole and small group activities according to children's individual learning needs. Staff share extensive information with parents to understand children's interests and initial development. They use well in planning and to support learning at home. As a result, children make good progress, are motivated to learn and consequently are ready for their next stage of development.

Staff provide a good variety of ways to promote children's learning. They follow children's lead enabling them to initiate their own learning. For example, children climbing on crates suddenly notice snails. They get magnifying glasses and staff encourage them to look

closely and notice details, such as the snails' antennae. Staff ask children what happens to the snail when they look through the magnifying glass and children respond that it gets bigger. Staff use songs so that children learn the days of the week and encourage children to think critically. For example, staff ask children how they know it is morning. This encourages the children to make suggestions, such as they have just had their breakfast or they come to pre-school in the morning. Children confidently respond to staff calling out their name and say good morning to each other and the staff. Children join in with the staff counting how many children are present. However, staff vocationally miss opportunities to promote children's mathematical skills in practical experiences and do not effectively support their awareness of size. For example, one member staff asks children if a ball is big or small but do not provide anything to compare it with. As a result, children suggest the ball is big and the member staff says to look again and states it is not quite small.

Staff build children's vocabulary, showing them how to pronounce or use words by repeating what they say. They encourage parents whose children are learning English as an additional language to continue to use their first language at home. Staff encourage children to use language and demonstrate their understanding by asking them good open ended questions, such as 'what does a chef do?' Children eagerly enjoy stories and recall stories they have previously heard. Staff use props sometimes, which hold the children's attention even more, as this involves them in telling the story. Children start to develop early writing skills by using the accessible resources both indoors and outdoors. Children learn about their local community and the wider world through their role-play, outings and celebrating differences.

Children benefit from time in their key groups, where they key person plans activities specific to their individual needs. Children become independent, selecting resources and carrying out their personal care. Children try to put their coats and boots on but are confident to approach staff if they need help. Staff provide just the right amount of support so that children can achieve what they set out to do but still develop their skills. Staff encourage the children to work together to achieve their goal. Children help carry a tray of wood to an open space to build their obstacle course, for example. Staff skilfully encourage children to think of ways of approaching the task, asking them to show her what they mean. As a result, children talk about different strategies and work out ways to solve a problem. When the obstacle course is complete, most children want to have a go, challenging their physical development. Children also work out rules, such as where to start and finish. All of these skills support them in preparation for school and future learning.

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

Staff welcome children and their parents when they arrive at the setting, which promotes a sense of belonging. Children develop good bonds with their key person, who enables them to settle quickly and as a result, children are happy at the setting. However, staff do not use a buddy system and some staff work part time only. Therefore, in the absence of the key person children do not have a second secure adult who plans for their individual

needs. Staff skilfully manage children's behaviour. For example, when a few children start running around this becomes a game of hide and seek. Staff encourage children to work out rules, take turns in different roles and count out loud. Children have a good understanding of expectations because staff gain children's attention very effectively, such as slapping their lap and saying a rhyme. Children stop what they are doing and join in with the member of staff, until they are all sitting together. Staff use sign language and visual aids to support all children in understanding the routines.

Children develop good practises and gain a good awareness of a safe and healthy lifestyle. For example, when staff ask children what they need to do to keep themselves safe on the way to the garden; children respond by saying they need to listen to adults, walk down the path and hold hands. Children regularly practice the emergency evacuation procedures, which staff repeat whenever a new child starts so that they learn to help with their own safety. Children independently wash their hands before eating, using soap and paper towels. They pour themselves drinks and learn about healthy eating through choosing nutritional snacks.

The setting provides wet weather gear so that children can benefit from being outside all year. Staff provide a good range of resources both indoors and outdoors that children can use in a range of ways. For example, some children roll cars down the drain pipe balanced on a tyre, others jump in and out of tyres, while other children see how many children can fit inside one tyre. Children develop their imagination and creativity through good access to art and craft resources. Good resources enable children to become independent. For example, staff provide a mirror so that children can look at themselves to see if they have got their face and hands clean before going off to play. All children take books home to share with their parents and these are in dual languages for children learning English as an additional language.

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

The manager has a good awareness of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff implement the clear safeguarding policies and procedures very effectively to keep children safe. For example, they check the identification of visitors to the setting and do not allow the use of mobile phones around the children. They keep children safe and secure both on and off the premises, through vigilant supervision and good risk assessments. Staff monitor all doors when children arrive and are collected, to ensure they only leave with a suitable adult. Parents know to introduce to staff anyone who may pick up the child or provide a photograph, as staff will not release children to anyone they do not know. There are good recruitment procedures and staff receive a good introduction programme. As a result, they are clear about their roles and responsibilities. They have a good understanding of child protection concerns and the procedures to follow to protect children's welfare. The manager has good systems to monitor children's learning and support less confident staff. This ensures that all children make good progress and staff quickly identify any concerns to provide additional support.

The manager deploys staff very effectively and one-to-one support enables children with special educational needs and/or disabilities to be fully included in all activities. Staff work closely with other settings that children attend to provide a consistent approach to their care and learning. Parents comment positively on the good support they receive from staff, particularly in identifying children with special educational needs and/or disabilities and ensuring additional support from outside agencies. Parents have regular opportunities to meet with their child's key person and discuss development and care. The manager provides interpreters for parents who speak very little English. Parents comment positively on how the strong communication between themselves, the staff and other agencies helps to support their children at the setting and at home.

The manager uses highly effective systems to monitor the provision and identify good actions to ensure continuous improvement. She provides a strong role model for staff and works directly with the children, quickly intervening if she notices any lost learning opportunities. Through regular supervision and appraisals, staff attend appropriate training to extend their knowledge and understanding. Through self-evaluation, which involves staff, parents and children, they have made changes to the garden to make it safer, easier to access and more attractive for the children. The manager has introduced display boards for parents to provide greater information on staff, policies and procedures and children's learning. Staff have also re-organised the environments to encourage children's use of the resources more effectively.

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	EY461594
Local authority	North Somerset
Inspection number	910286
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	26
Number of children on roll	38
Name of provider	Karen Diane Attwater
Date of previous inspection	not applicable
Telephone number	01934515922

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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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