

St. John's Pre-School and Playgroup

St. John's CE Primary School, Preston Road. Coppull, Chorley, Lancashire, PR7 5DU

Inspection date	31/10/2013
Previous inspection date	26/02/2009

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

- Teaching is good because all staff understand how to promote children's learning and development. As a result, children make good progress given their starting points.
- Children and their key person have established strong relationships, which enable children to feel safe and secure and develop independence skills.
- Partnerships with parents and other professionals are well established. This enables children to be effectively supported in all areas of their learning and development.
- Staff confidently support and extend children's communication and language skills. This is because they talk to them about what they are doing, ask questions that encourage their thinking and introduce new words with clear explanations.

It is not yet outstanding because

- Staff, on occasions, miss the opportunity to explain to the children about health and hygiene. This means that children's understanding is not 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.

Inspection activities

- The inspector looked at a range of documentation. This includes staff qualifications, including first aid, risk assessments and children's learning records.
The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector also took account of parents feedback both written and those spoken on the day.
- The inspector observed children's interaction with staff during activities.
- The inspector looked around the building and the outdoor area.

Inspector

Sandra Harwood

Full Report

Information about the setting

St Johns Pre-School and Playgroup was registered in 1993 on the Early Years Register. It is situated in a purpose built mobile unit in St Johns Primary school grounds in the Coppull area of Chorley, Lancashire. It is registered and managed by a private individual and reports to the management committee of St John's Primary School out of school committee. The nursery serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 through to Early Years Professional Status.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 37 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, who speak English as an additional language and 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:

- promote children's understanding of the importance of health and hygiene consistently to maximise their understanding.

Inspection judgements

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

All children are settled, motivated and demonstrate positive attitudes to learning as they eagerly explore the activities on offer. They are effectively supported by staff, who have a good understanding of child development and their role in supporting children's learning. This is reflected in the purposeful and spontaneous observations and formative assessments of children. The assessments include the progress check at age two years, which acknowledges their achievements and accurately show their skills and interests. The staff use these effectively to identify next steps in their learning and plan activities to extend their learning and development. Clear tracking of children's progress highlights any gaps in their learning and additional support is sought from other professionals when appropriate. Therefore, all children, including those with special educational needs and/or disabilities are effectively supported.

Staff are skilled in identifying when they need to get involved and extend children's learning and when to step back to allow children to explore and try out their own ideas. Staff are highly effective in questioning children to challenge them to think for themselves, predict what might happen, as a result children are developing essential problem solving skills. Children's understanding of mathematics is promoted consistently during planned activities, daily routines and through children's free play.

Children have many opportunities to explore their local community as they regularly go for walks down the lanes. This enables them to develop their understanding of the natural world. Children are well supported by skilled staff, who provide a range of exciting and stimulating activities and experiences. They have fun, are highly engaged and develop the range of skills needed for the next steps in their learning, including school. Some children show an interest in writing and are able to link sounds to letters and attempt to write their names. Staff extend these skills during planned activities, for example, encouraging children to find their name card for activities. Staff skilfully use a range of opportunities to ask children questions to extend their reasoning and learning. Children develop their imaginative skills well as they use the drill to repair the cooker in the home corner or make tea to share with friends and staff. Children make marks throughout the pre-school, for example, they use brushes and wheels in the wet sand and staff encourage children to talk about the marks they make. Some children look at some bricks and talk about the numbers on them. They decide to draw some numbers themselves, finding pens and paper. Afterwards, they return their equipment to the correct places in the pre-school, showing that children take responsibility for their learning and pre-school environment.

Staff find out about each child right from the start, by recording formally and through discussions with parents. Parents and staff continue to exchange information, promoting consistency of care. Children's development records and their progress are also regularly shared with parents. Parents and children share what they have done at home and the staff display these tales on the wall or in a book, which the children love to look at with their friends. They proudly tell visitors about their family they see in the books. This effectively engages parents in their children's learning and development.

Very young children are encouraged to participate in exploring their surroundings and interesting play materials through the sensory baskets on offer. This promotes children's exploratory and sensory development. The workshop area provides children with opportunities to be creative as they mix and create interesting cakes. Through a range of activities, children develop their physical skills as they use a range of mediums, such as mixing foam or sand with paint as they explore textures. They manipulate a range of tools for cutting, painting or sticking, this effectively promotes their understanding of using tools for a purpose. Paint is offered in a variety of ways to enable children to be creative, for example, through using large paper on the floor, at an easel or sitting at the creative table. This provides choice for children and enables different experiences.

Younger children enjoy access to a range of resources that are stored at a low-level, enabling them to easily choose what they wish to play with. These include a range of exploratory and discovery toys in which children show a real interest as they press the buttons and explore the sounds. Children, therefore, learn about simple technology. Older

children are encouraged to use the camera to photograph work they have done, this supports their understanding of technology but also shows that staff value their work, promoting their self-confidence and esteem.

Children across all the age ranges enjoy books and stories and have lots of opportunities to look at them on their own or in small groups with and without staff. Staff support children's language development by talking to them throughout the day. They introduce new vocabulary, giving explanations as to the meaning, to extend children's understanding. Children whose home language is other than English are supported by obtaining key words used by parents in their own homes. Staff check with parents to ensure the pronunciation is correct and use words routinely throughout to support children. Children are also developing an understanding of other languages as they routinely use them throughout the day, for example, at snack or lunchtime they use French phrases. They demonstrate their understanding as they apply them without prompts.

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

The pre-school provides children with a stimulating and inviting environment with room to explore and be active in their play. Both indoors and outdoors are well organised and provide a good range of quality toys, including some natural and everyday resources. Children confidently take risks in the safety of the environment as they balance and climb on the low-level beams and equipment. Others enjoy exploring in the mud kitchen or practise their ball skills with a member of staff. The effective deployment of staff ensures that children are safe, well supervised and supported in their play and learning. Staff raise children's awareness of their and others' safety by regular fire evacuation practices, along with talking to and asking the children if what they are doing is safe. For example, when using the slide, a member of staff stops a child and asks 'is it safe to use the slide when holding something?'. The child answers and the member of staff encourages the child to think why.

Staff are positive role models for children and this contributes to the development of their independent skills and their good behaviour. Key persons are attentive to the children as they listen to their requests and are aware of their individual needs, which support secure emotional attachments within the pre-school. Children enjoy playing on their own, with friends and with staff. They support children well in developing their skills in taking turns and praise positive behaviour. Well-organised systems are in place to record and meet individual dietary needs. Staff support children to follow appropriate personal hygiene routines. However, opportunities to give explanations for these routines are sometimes missed. This means that children's understanding of how and why to keep themselves healthy is not maximised.

Each child has a key person, who remains with the child throughout their time in the pre-school. This offers continuity of care and enables children and parents to develop really strong relationships. Transitions into education for the older children are supported well. Staff liaise with teachers of local schools where children move on to, sharing what they

know about the children and inviting teachers into the pre-school to meet the children and observe them in a familiar setting.

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

Staff have attended safeguarding training and are aware of who to report any concerns they may have with regard to children's welfare. In addition, they know the procedure to follow if they have concerns about a colleague. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, accidents or injuries are recorded, signed and information shared with parents. Information for parents, including access to a range of books for ideas or support, is accessible in the entrance hall as is the robust complaint procedure. Written risk assessments that cover all aspects of the provision and outings, are robust and fully understood and implemented by staff.

Robust recruitment and induction procedures means that staff are suitable to work with children. The provider is aware of her responsibilities in meeting the Early Years Foundation Stage requirements and confidently discusses issues, such as the safeguarding and welfare of children and how to promote this effectively. This further assures children's safety and promotes their welfare. Staff are suitably qualified for their roles and demonstrate a very good understanding of their roles in promoting the welfare and safety of children. This includes ensuring qualified first aiders are in the pre-school at all times.

Self-evaluation and performance management systems are in place; new staff are supported by a mentor and staff supervision is carried out. Daily exchanges and regular team meetings contribute to identifying training needs. Any training undertaken is cascaded to all staff and used effectively to promote children's learning. For example, the introduction of signing to support children has been very effective across the pre-school. The deputy manager role models practice, enabling both staff and children to develop and understand its use.

The manager has a good understanding of the effect of a well-qualified team has on the learning of children. This shows through the strong commitment of supporting staff in their ongoing professional development. The manager observes staff practice and has regular meetings to discuss their strengths and identify areas for development. She monitors the effectiveness of the educational programme and checks the quality of the observations, assessments and planning processes.

She effectively monitors staff practice and the activities and experiences on offer to children. The manager uses this information to identify areas that require improvement and works very well with staff to implement actions to address them. All staff are included in the pre-school's self-evaluation process and parents are asked for their opinions and ideas through parental questionnaires. This accurately identifies the pre-school's strengths and key areas for development.

Partnerships with parents and are well established. Staff exchange information with

parents about their child to ensure they meet needs and development of children. Parental written feedback and those spoken to on the day are complimentary of the staff and the learning the children achieve. Well-established partnerships with other professionals provide support and guidance that effectively meet the needs of children with special educational needs and/or disabilities.

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	309468
Local authority	Lancashire
Inspection number	941154
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	37
Name of provider	Susan Ryder
Date of previous inspection	26/02/2009
Telephone number	01257 793 844

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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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