

# St Bernards Pre-School

St. Bernards Church Hall, Sherbourne Road, Ellesmere Port, Merseyside, CH65 5EW

<b>Inspection date</b>	20/11/2013
Previous inspection date	31/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development, particularly in communication and language.
- Safeguarding of children is good because staff know the procedures and the policy is in place, reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.
- This is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for their transitions when they start and when they move into school.

### It is not yet outstanding because

- Strategies for involving parents more actively in their children's learning and development have yet to be fully explored to further enhance the partnership in children's progress between home and the childminder.
- Systems to evaluate the impact of staff's very good practice are not always fully focused to further enhance their professional development.

## 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 activities in the indoor and outdoor areas during the inspection.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting and a joint observation of an activity with the manager of the provision.
- The inspector sampled records including children's files, planning, staff suitability records and a range of other documents.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ron Goldsmith

## Full report

### Information about the setting

St Bernard's Pre-School is a privately owned and managed setting and was registered in 1997. It is on the Early Years Register and also the compulsory and voluntary parts of the childcare register. The setting operates from the church hall and adjoining side room in St Bernard's Church and associated facilities. Designated areas inside and outside the adjoining St Bernard's primary school may also be accessed by the pre-school children. The pre-school group serves the local community and operates during school term time only and is open Monday to Friday from 9am to 12noon. The group is also registered to provide care in the afternoons from 12.45pm to 3.15pm when required.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. There are currently 14 children on roll. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children. The setting receives support from an early years adviser and is a member of the Pre-school Learning Alliance.

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

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

- extend the existing systems for parents to help them continue their child's learning at home, emphasising how this can contribute to their child's learning and development record
- extend systems for performance management further in order to evaluate the impact of staff's very good practice, for example, by developing procedures to undertake peer observations.

## Inspection judgements

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

Children enter eagerly into the pre-school and begin their learning immediately. They choose their name to self-register and support for their learning is apparent as both staff and parents begin using sign language to indicate the letters children are looking for when choosing their names correctly. There is a wide variety of activities, toys and resources for the children to choose from to stimulate, interest and challenge them. As a result, children are eager and willing participants in their learning. There are many free play opportunities which are well-balanced with adult-led structured learning. Children choose to play in the home corner and role play area as they dress up as a chef or a princess, cooking, and completing household chores, such as the ironing or preparing food. These activities

support the development of their imagination. At circle time children are focused during adult-initiated learning. They enhance their communication and language skills as they sing songs and talk to staff and each other about important family events. They develop their listening and attention skills as they sit in a group to take the register and speak when they know it is their turn to do so. Staff skilfully encourage the children to be attentive when they need to listen and support their good behaviour with sensitive interventions.

There are effective systems in place for understanding and meeting individual children's needs and interests. Information about children is gathered from parents, which, together with further observations and assessment are linked to developmental ages and used to plan for children's next steps in their learning. These next steps are monitored and inform the planning. Consequently, a varied curriculum is planned to ensure every child makes good progress. Children are well supported in their language and communication development through the use of sign language, signs and pictures in the environment around them. Children's learning is well supported by staff who are knowledgeable about how children learn best and who offer sensitive interactions to ensure children are learning in a variety of ways. This encourages children to make good progress towards the early learning goals. For example, children develop a good understanding of communication and language as staff engage them in discussions about the activities they take part in and how the activities can best be completed. Their physical skills are tested by the games they play outdoors as they negotiate space, distance and obstacles. They develop literacy skills by writing independently for a variety of purposes, and recognise that print carries meaning. For example, the 'chef' takes orders for the kitchen. Staff teach children mathematics effectively using a good range of everyday activities and routines, such as when children measure and pour sand to make a wheel turn, and develop counting skills as they count the number of children and staff present. Teaching is good because staff recognise children learn best through active learning, playing and exploring. They encourage children to think for themselves and make choices about how to do things. Children are engrossed and motivated by the activity and learn independently, with a member of staff close at hand to sensitively support them to extend their learning when required. In this way children are learning important skills that will form a firm basis for their future learning.

Children who need more support are skilfully assisted by the member of staff as she modifies tasks according to their ability. Children therefore make good progress and are well supported for the next stage in their learning. Children are learning to listen and think in a supportive atmosphere, which develops their self-confidence. Regular contact with other professionals and agencies ensures that all children make steady progress towards the early learning goals. Children with identified needs are supported when they attend the setting and the management team is proactive at providing further support where necessary. The progress check at age two is completed by the pre-school and shared with parents to identify any further learning that may require support. Regular communication with parents and sharing of children's learning files ensures that children's development is supported in the pre-school. However, the existing systems for parents to help them continue their child's learning at home have scope to be improved.

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

Children form good relationships with each other and with staff, who support their emotional and physical well-being and help them to feel secure in the setting. An effective key person system ensures that all children benefit from consistent carers. Staff spend time getting to know them well when they start, understanding what interests them and motivates their learning. Staff have a calm and consistent approach. They give support and guidance that encourages children to behave well. They remind children to be kind to each other and the very good settling in procedure fosters positive behaviour further. As a result, children quickly become familiar with the routines and expectations of the setting. They play well together, line up quietly to go outside and show care and concern for their friends. Children show very good levels of independence. For example, they help set out the tables for snack and help to tidy away. They confidently find their own labelled water bottles recognising the letters of their name and begin to dress themselves warmly when going outside to play on a cold day.

The setting is welcoming and well organised. Children choose from a range of age-appropriate resources and play materials both inside and outdoors. Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. When doors are opened or staff move into different rooms they make sure other members of staff know where they are. They help children gain an understanding of how to keep themselves safe through carefully planned activities that allow children to take controlled risks, such as running and chasing games outdoors.

Children's good health is promoted well. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency. Young children learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children benefit from snacks that are generally healthy and nutritious and take into account their dietary needs, for example, toast, fruit and milk or water. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they run vigorously, throw, catch and kick balls, use skipping ropes for a variety of games and a magnifying glass to look at objects closely.

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

The management team have identified a number of priorities for the setting through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement, for example, strategies to focus teaching on communication and language. Staff performance is formally monitored through supervision and appraisals. However, there is room for further improvement through evaluating the impact of staff's very good practice, by, for example, developing procedures to undertake peer observations. The manager works directly with children herself and is visible to all staff, and they in turn feel supported and their professional development is considered. Training needs are discussed at supervision meetings and arranged to positively impact on staff performance. Appropriate policies and systems are in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of

safeguarding procedures and a clear knowledge of how to report any concerns appropriately. Risk assessments are completed for the premises and for all outings, to help monitor and ensure children's safety. Management makes sure that staff are suitable to work with children by having a robust recruitment process in place.

Staff have a secure knowledge of the Early Years Foundation Stage, which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps planned for them. Educational programmes are planned to ensure that children have opportunities to progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly. For example, individual educational plans are written to address specific targets for those children with special educational needs and/or disabilities and these are supported by external agencies.

Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. All children's individual needs are valued and their positive development is fostered well during their time at the setting. Children are well prepared for the next stage in their learning and development because the setting supports them in making the transition to school. Children develop confidence in various social situations, which prepares them well for moving on. Information is shared with other providers, such as the reception class of the nearby school, on a regular basis. This enables all people involved with the child to note their interests, needs and development and effectively promotes continuity of care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	305316
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	876741
<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>	24
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Karen Prout and Catherine Doherty Partnership
<b>Date of previous inspection</b>	31/01/2011
<b>Telephone number</b>	07508312201

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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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