

# St Peter's Under 5's Pre-School

The Old School Room, First Turn, Wolvercote, Oxfordshire, OX2 8AQ

## Inspection date

15/11/2013

Previous inspection date

27/05/2010

## The quality and standards of the early years provision

**This inspection:**

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

- Effective procedures are in place to help new children settle into the pre-school and older children prepare for their move to school.
- Well-considered and routinely monitored action plans show that the staff and committee are working together successfully to drive improvement.
- Staff work effectively to provide a wide range of easily accessible resources on a daily basis, despite having to pack everything away at the end of each session.
- A clear system for observing and assessing children's progress means that key persons are familiar with children's individual needs and capabilities. As a result, they plan interesting activities and experiences reflecting children's interests and levels of development.

### It is not yet outstanding because

- Staff do not always fully extend interactions with children to explore ideas and problems together.
- Strategies to engage parents in their children's learning work well overall but are not highly successful in all areas.

## 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 both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, children, the manager, staff and the chairperson at appropriate points throughout the inspection.
- The inspector took account of children's assessment records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation form.

## Inspector

Gill Little

## Full report

### Information about the setting

St Peter's Under 5's Pre-School has been operating since 1974. It is managed by a voluntary committee, including parents. It operates from a hall behind St Peter's Church, in Wolvercote, on the northern outskirts of Oxford. An enclosed outdoor play area is available.

The pre-school is registered on the Early Years Register and is caring for 15 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register although has no older children on roll. The pre-school supports children learning English as an additional language, children from different ethnic groups and children from disadvantaged backgrounds. It is open each weekday from 9am until 12 noon during school term times. The pre-school is in receipt of funding for the provision of free early education for children ages three and four years. It employs four staff, all of whom hold relevant level 3 qualifications.

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

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

- extend interactions with children to further encourage them to explain their thought processes
- extend strategies to engage all parents fully in their children's learning.

## Inspection judgements

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

The staff provide a wide range of resources both indoors and outside on a daily basis, despite staff having to set everything up and pack away again for each session. They work hard to provide an interesting learning environment that children can explore freely. Resources are easily accessible in low-level storage and on low-level tables. As a result, children enter the pre-school and settle quickly to activities. Staff are on hand to support them, encouraging them to join in. Children explore shapes during a modelling dough activity and staff encourage them to talk about these. Children show that they recognise a range of familiar shapes, naming triangles, stars, hearts and crescents. As children play with wooden construction bricks, staff extend the activity by suggesting that they could make bridges or by challenging them to build towers bigger than themselves. Staff encourage mathematical thinking, by discussing the concept of 'heavy' and asking how many bricks are left when a tower falls down. Children concentrate well as they listen to stories read with enthusiasm by staff and are keen to contribute to their ideas and views.

Such activities support children's early language, literacy and mathematical skills well, helping them to prepare for their future move to school. Staff use helpful strategies to promote communication and language skills. They provide laminated picture cards of daily routines to support communication effectively. They also take note of how children like to communicate, such as providing telephones, which encourages children normally reluctant to communicate to talk freely.

Staff plan activities taking full account of children's interests. They organise a doughnut decorating activity, which follows on from a favourite story. Children jump up and down and squeal with excitement at this prospect, settling quickly to the activity. Staff provide individual bowls so that children can mix their own icing and they talk to children about what happens to the icing sugar as they add water. They encourage children to develop skills for independence, such as taking the top off food colouring bottles by themselves. Staff encourage children to think about the sequence of the activity by asking them to consider what they need to do next. They extend the activity by providing teaspoons so that children can scoop up the decorative sprinkles. Staff are aware that some children need more practice with physical coordination skills and enable this through further planned activities. Interactions are generally effective in supporting children's learning although staff do not always make the best use of these to encourage children to express their ideas and talk through solutions to problems.

There is a well-established system in place for observing and assessing children's development, including the use of progress checks for two-year-olds. Key persons show that they are familiar with children's individual interests and capabilities, which enables them to plan for their individual needs. Staff clearly identify children who are not making expected progress and offer additional support as necessary through ongoing planned activities. There are good procedures in place to support children learning English as an additional language, such as staff learning keywords in children's home languages.

Staff have positive partnerships with parents who state that their children enjoy attending and are progressing well. Parents explain that they receive good information from staff about their children's progress, as well as suggestions to support their children's learning at home. There are some successful strategies to engage parents in their children's learning, such as providing guidance documents on different topics. Staff encourage all parents to look at their children's development profiles routinely, although this approach is more successful with some parents than with others.

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

Staff have worked hard on developing procedures to help new children settle when they first attend and to help older children prepare for their move to school. Two staff members make home visits to new children. During these visits, one member of staff is available to talk to parents while the other plays with children to find out about their individual interests and capabilities. A book of photographs of the pre-school enables staff to talk to children about their new environment. This process helps to ensure that new children settle quickly and that key persons become familiar with children's individual

needs from the outset. Staff work closely with the local school to support children and their new teachers to get to know each other. They visit the school with the children and provide clear information about children's progress to the teacher.

Children have positive relationships with their key person, other staff and their friends. There is a friendly and welcoming atmosphere where children can feel safe. Behaviour is good and staff support children's social skills well. Children learn to take turns and share resources amicably. They develop a good awareness of safety as staff reinforce this routinely. Staff help children to recognise that wooden bricks can be heavy and may hurt if they fall. They help children to remember not to ride bikes past the 'Stop' sign in the garden so that they do not hurt other children.

Children are able to play outdoors freely with a good range of resources. They learn how to negotiate space as staff challenge them to think about how they will turn a bike around on a path. They explore a 'mud kitchen', sand, natural materials and construction toys, which encourage children to be creative and to develop physical skills. Staff routinely take children on 'welly walks' in the local environment, which provide good opportunities for exercise and to learn about features of their local community. A book of photographs and captions about the welly walks that staff share with children encourage them to reflect on their experiences. Staff have worked well with parents to encourage them to provide appropriate outdoor clothing for their children so that they can play outside in all weathers. Nutritious snacks promote children's understanding of healthy lifestyles and staff encourage children to be independent, such as pouring their drinks and putting away their dishes.

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

The pre-school committee and staff demonstrate a good understanding of their responsibilities to meet the legal requirements for the Statutory framework for the Early years Foundation Stage. Staff are vigilant in supervising children and they carry out daily risk assessments to provide a safe environment. They demonstrate a clear understanding of safeguarding children procedures, such as possible signs and symptoms of children at risk. They are familiar with procedures to follow if they have concerns. There are clear processes in place to check the suitability of staff and committee members so that everyone working with children has appropriate background checks in place or in progress. Effective induction procedures, including an emphasis on the role of the key person and on team working, help to ensure that new staff are familiar with their roles and responsibilities. Staff receive ongoing and effective support from the committee and the manager to promote their professional development through meetings and appraisals and by agreeing personal targets. Staff receive encouragement to take responsibility for different aspects of the pre-school and attend relevant training in these areas. This process encourages all staff to contribute towards improvement. In addition, there are well-considered and routinely monitored action plans to drive forward improvement in identified areas. These show that staff and committee are working together successfully to make positive changes, such as in helping children as they start pre-school and then move

up to main school. Self-evaluation procedures are robust and take into account the views of parents and children. The pre-school committee respond actively to parents' suggestions, such as providing guidance regarding healthy snacks and sending out newsletters electronically.

There is a clear system in place to monitor children's progress. Since the last inspection, staff and committee have worked well together to improve procedures for assessing children's development. Assessment data clearly illustrates children's progress in all areas of learning so that staff can easily identify areas where individual children need further support or where areas of learning require further development. Data shows that children are broadly making good progress from their starting points. The pre-school is working well with professionals from other agencies and the local school to ensure consistency in this process. As well as good partnerships with parents and the local school, the staff are strengthening relationships with the local children's centre through meetings and reciprocal visits. These partnerships support the pre-school well in promoting continuity in children's care and learning.

### **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	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>	133990
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	939137
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of provider</b>	St Peter's Under Fives Pre-School Committee
<b>Date of previous inspection</b>	27/05/2010
<b>Telephone number</b>	07817 370 817

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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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