

St Georges Pre-School

St. Georges Catholic Primary School, Woodcock Road, WARMINSTER, Wiltshire, BA12 9EZ

Inspection date	08/01/2014
Previous inspection date	20/11/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Staff use exceptionally thorough observations to plan challenging, exciting activities, which meet each child's individual needs.
- The excellent partnership with parents supports children's emotional well-being extremely well, so children are happy and feel secure.
- Staff provide skilful support for children, nurturing their individual learning styles and challenging them to want to succeed further.
- Staff provide an enabling environment and work extremely well with outside agencies to support children who are learning English as an additional language, and those with special educational needs and/or disabilities.
- Children make excellent progress in their personal, social and emotional development and their communication and language 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.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector carried out a joint observation and held a meeting with the owner.
- The inspector took account of the pre-school's own self-evaluation and parent survey.
- The inspector spoke to parents, children and staff present on the day.
- The inspector checked safeguarding information and sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

St George's Pre-School registered under its current ownership in 2008 and is privately owned. It operates from a mobile classroom within the grounds of St George's Catholic School in Warminster, Wiltshire. Children have access to an enclosed outdoor play area and use some of the adjacent school facilities. The pre-school is open each weekday from 9.15am to 3.15pm during term time only. The setting is registered on the Early Years Register. There are currently 36 children on roll from two years to under five 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 receives funding to provide free early education for children aged two, three and four years. The owner holds Early Years Professional Status and a postgraduate diploma in early years. She is working towards her masters. In addition, there are two permanent members of staff and two bank staff. One holds a childcare qualification at level 3 and two staff have a qualification at level 2. Two members of staff are working towards 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:

- consider making investigative resources more easily available in the garden for children to use in free-play.

Inspection judgements

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

Staff have outstanding expectations of both themselves and the children and consequently children make excellent progress, preparing them well for school. Staff exchange extensive information with parents so that they have an exceptional awareness of each child's learning needs and interests. The extensive daily information on activities enables parents to continue children's learning at home. Staff then make meticulous observations enabling them to provide meaningful intervention. They plan for the youngest children using their schema, which is their preferred pattern of learning to acquire knowledge. As a result, staff know what motivates the children and seek to promote children's learning and development through exciting and challenging activities.

Children learn through self-motivation and excellent interaction from staff. For example, children enjoy number and shape puzzles, using an egg timer to take it in turns to complete them. They excitedly challenge themselves to see if they can finish before all the sand disappears. Staff ask them which shape is a triangle and how they know. Children point to the triangle and say it has three sides. Staff then demonstrate that all the sides

are equal by showing it still fits in the puzzle which ever way they turn it around. Staff challenge the more able children appropriately so that they demonstrate their understanding of the differences between a square and an oblong. Staff notice what catches children's attention and use their interests to extend their learning. For example, children notice their names displayed on the interactive board and staff support them in sounding letters and noticing differences and similarities. Young children show fascination and enjoyment as they explore the paint. Staff encourage them to paint their hand, talking about how it feels and finding their little finger, thumb and tip of finger. Children actively look for bugs and display excitement when they notice the patterns worms leave behind in the soil.

Children are excellent communicators because staff use government initiatives and excellent interaction to encourage children's language and listening skills. For example, children talk and listen to each other as they act out a story with puppets. They recall lines from the fairy story of Rapunzel and elaborate their ideas, introducing new characters. Staff join in with the game but skilfully enable the children to take the lead. Children independently select books. They share them with each other and the staff, who prompt discussions based on the children's own experiences. As a result, children want to contribute and learn to take turns in communication. Staff encourage children to participate in whole group stories and extend children's vocabulary, for example by explaining what a narrator does. Later, children spontaneously talk about the characters demonstrating how well they listened and enjoyed the story. Staff use sign language pictures and key words in children's first language to support all children's communication and participation. Children make predications and test their ideas to see if they are correct. As a result, they have very strong problem solving skills.

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

Children thoroughly enjoy exploring the indoor and outside environments. They are enthusiastic and motivated to learn through using the well-organised resources. Staff make excellent use of resources to support children's active learning. For example, children understand concepts such as big and little, tall and short through story props and practical activities. Staff play music when it is time to tidy up and children spontaneously help. Children can use magnifying glasses to look at bugs and nature closely and staff provide more scientific resources for planned activities, although they are not always available for spontaneous play in the garden.

Children thrive in the safe and healthy environment, gaining an outstanding awareness of excellent practices because staff provide superb role models. Children remove cardigans when they get hot, help themselves to drinking water and thoroughly wash their hands before eating. They use dustpan and brushes to sweep up spilt sand, which demonstrates their understanding of safe practices as well as promoting their independence and physical development. Staff open windows to keep the air fresh indoors and ensure children dress appropriately for the weather when going outside. Children enjoy a wide range of healthy hot and cold snacks. They make their own bread and sandwiches, increasing their independence, skills in using tools and understanding of health and hygiene. Staff use role

play to encourage children to understand about health and safety. They learn from each other as children talk about going to the dentist, and use a stethoscope and other play medical equipment in their games. Staff reinforce safety rules with children, who confidently respond that they must wait for staff to put them on and off the trampoline and must not go underneath.

Staff follow highly sensitive procedures to help children settle. They invite parents to stay as long as necessary for their child to feel secure. Staff use expert systems to monitor children's involvement and emotional development. This supports them in making changes to the environment or teaching, to promote the well-being of all children. Staff support children extremely well in building positive relationships, using resources such as puppets to involve less confident children in group activities. Staff are highly skilled in supporting children in building secure emotional attachments. They let the children show their preference for their key person when they visit and discuss between them the best person for the role. Staff ensure children are independent and confident to support their move on to school. In addition, they take the children to have lunch in the school prior to them starting and are able to attend school themselves during the first term after children move, to help children to settle.

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

The owner has an exceptional knowledge of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. She carries out comprehensive checks on all staff and regular volunteers, to help to safeguard children. All staff and students receive an intensive induction programme, which means they have a superb awareness of their roles and responsibilities. Staff provide robust supervision of children and parent helpers who know they must not carry out any personal care, to help keep children safe. Staff implement the extensive policies and procedures extremely well and maintain all required documentation for the highly efficient management of the pre-school. All staff attend safeguarding training and as a result have an exceptional awareness of child protection procedures and confidentiality. They are fully aware of appropriate methods of behaviour management. The owner has outstanding systems to monitor children's progress, including the required progress check for two-year-old children. This helps to ensure that they identify any concerns or gaps in children's development and seek additional support as soon as possible.

The owner works directly with the staff providing daily mentoring and supervision. The highly committed staff continue to reflect on their practice and attend training to extend their knowledge. The owner and staff continually use focused evaluation of the provision to strive for the highest quality provision for children. The action plan is an ongoing working document and currently they are looking to enhance the outdoor environment, after recently having a new fence and the impact of the bad weather. For example, they intend to replace their number boards and have more outdoor resource trolleys. The parents' survey and discussions with them show that parents are extremely happy with the provision and have no suggestions for improvement.

Parents positively praise the excellent partnerships. They have daily discussions with their child's key person and receive regular written and verbal feedback on their child's development. The owner actively encourages parents to attend the setting as a helper, involving them in the activities. Staff have an excellent understanding of the important role parents have on children's well-being and development. They continually seek better ways to involve parents in the pre-school and support them in the community. Staff recognise each family's unique and individual qualities. They utilise parents' skills to enhance their planning, such as cultural cooking for example. Staff have close working relationships with other providers children also attend and outside agencies. This enables them to work together to support care and development more effectively. Staff use individual learning plans highly effectively to help ensure children with special educational needs and/or disabilities reach their full potential.

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

Unique reference number	EY370988
Local authority	Wiltshire
Inspection number	946532
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	36
Name of provider	St Georges Pre-School Partnership
Date of previous inspection	20/11/2009
Telephone number	07954402053

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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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