

# St Johns Under 5's Pre School

St. Johns Parish Church, Walshaw Street, Bradford, West Yorkshire, BD7 4AB

<b>Inspection date</b>	11/02/2014
Previous inspection date	13/10/2008

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

- The pre-school is very welcoming and staff have warm and caring relationships with the children. Consequently, children are happy and feel safe. Staff know children well and the quality of their teaching promotes learning within all activities. As a result, children make good progress.
- Children play and learn in a safe and secure environment. They are safeguarded well because all staff have attended training and are fully aware of their responsibilities to protect them from harm.
- Partnership working with parents and other early years settings is good. This ensures a collaborative approach to children's care and learning.
- The staff team are reflective and enthusiastic about their work. Consequently, they identify strengths and areas for improvements, enabling them to make continuous improvements which benefit the children over time.

### It is not yet outstanding because

- There is room to further extend the resources freely available to children, which support their developing understanding of and interest in technology.
- There is scope to develop children's understanding of the world and further support those who speak English as an additional language by increasing their access to dual-language books.

## 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 and staff in the main playroom.
- The inspector talked to the children and the staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including disclosure and barring checks, policies and procedures, risk assessments and children's learning records.
- The inspector completed a joint observation with the special educational needs coordinator.
- The inspector acknowledged the views of the parents through written responses to questionnaires and those spoken to at the inspection.

## Inspector

Lindsay Dobson

## Full report

### Information about the setting

St Johns Under 5's Pre School opened in 1987 and is on the Early Years Register. It is a non-profit organisation which was first established in 1980. The pre-school is situated in the Great Horton area of Bradford, West Yorkshire, and serves families from the local and surrounding areas. It operates from an annexe at the rear of St John's Church and includes a large playroom and other facilities. There is access to an enclosed outdoor play area.

The pre-school opens five days a week from 8.30am until 4pm during term time only. Children attend for a variety of sessions. There are currently 38 children on roll, all of whom are in early years age range. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are currently seven staff working directly with children, all of whom have an appropriate early years qualification at level 2 and above. The setting receives support from the local authority.

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

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

- enhance the opportunities children have to freely access resources which support their understanding of information technology
- extend further children's free access to dual-language books.

### Inspection judgements

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

Teaching and learning are good across the pre-school. Staff have a good understanding of the educational programmes and have implemented effective systems for observation, assessment and planning. Good priority is given to establishing partnership working with parents. They offer their contributions to the initial assessment of their child as they start at the setting, write their comments on the progress check at age two and have regular opportunities to see and add to their child's ongoing record of learning. Children's learning records and the tracking system clearly show how all children make good progress. This means that children are developing the necessary skills they need in readiness for school. Staff make effective use of daily discussions with parents to talk about children's progress. They share a range of information about how children's learning can be supported at home, and act upon parents' observations of their children's achievements. This means that staff have a complete picture of children's learning, both at home and at the pre-

school. Each day staff ensure that children have access to extensive resources which interest, excite and challenge their learning. They are of good quality, are well labelled to encourage children to self-select, and promote all areas of learning. There is, however, room to further enhance the opportunities children have to freely access resources which promote their use of technology, particularly the more able children, through providing access to a computer.

The quality of teaching from each member of staff is good. This supports children to be challenged in their development as they move around the setting choosing their own play. When they first arrive some children eagerly go to the junk modelling craft table. They started to make their models the previous day and are keen to complete their designs before painting them. This activity was driven and planned by the children themselves as they showed an interest stemming from other provided activities. Staff interact well with the children; they ask them questions about the models they have made and introduce new concepts and vocabulary, such as taller, smaller and wider. They support children to work out solutions to problems, for example, by asking questions and making suggestions. Children respond well and identify that they need to use more glue to make the boxes stick together. This supports children's communication and language development and their problem solving-skills. Children clearly demonstrate the characteristics of effective learning because they are making predictions, thinking and working things out. Staff are very supportive and responsive to all children's individual needs and learning styles. Children with special educational needs and/or disabilities are effectively supported in line with other professionals involved in their care. Staff change and adapt activities to ensure they are inclusive to all children. For example, the large water tray is freely accessible to all and children can add the resources of their choice to use. A key person uses their knowledge of individual children to support their learning as they enjoy water play. For example, she adds coloured plastic balls, which children move through the water. They experiment with the balls and soon discover that when they hit the water there is a splash. Children copy this with their hands and enjoy the water spray that they make. Staff ask the children to find the colour of the ball they request, which supports children's colour recognition and also their listening and attention skills as they find the right ball and happily show this to the member of staff. Children's language development is also promoted as they begin to copy the staff while they talk and say the names of the colours they find. This supports them to make good progress given their starting points.

Children learn about their own and other cultures and lifestyles through activities which support their understanding of their own community and the wider world. Staff also deploy resources which help children to discuss differences, for example, they play with role play resources, dress up, celebrate festivals and enjoy stories. However, there are fewer opportunities for children to access dual-language books to further enhance their understanding of the world and also support children who speak English as an additional language. Children enjoy being outside and staff set out a good range of resources which excite them and provide them with additional learning opportunities and physical activities. All aspects of learning are supported in this area. Children particularly enjoy using the replica tools to plant and dig in the flower beds or delving into the shaving foam and feeling it squeeze between their fingers. The caring support provided by the staff and the provision of different and interesting learning experiences develop children's key skills, so they are well prepared to move on in their learning.

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

The effective key person system, together with a good level of adult attention and interaction, ensures that all children feel secure and settle well. Children who are upset are quickly comforted by staff and are soon involved in a chosen activity. The majority of children separate from their carers happily and eagerly involve themselves in their play. Children form positive and trusting relationships because staff take time to get to know them and their extended families. Staff have a thorough knowledge of children's individual likes, dislikes and care needs. This is supported by the extensive information gathered from parents and through initial observations, prior to children officially starting in the setting. Staff support the children's personal, social and emotional development well. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes and supports children's self-confidence and self-esteem. Children and staff are aware of the consistently implemented 'pre-school rules' which enable the children to take responsibility for their own behaviour. For example, they are reminded to share the toys with their friends. Staff promote a caring environment where children are supported as soon as they leave their parents and come into pre-school. This is evidenced by their engagement and enjoyment in their play and learning experiences. They interact well with their peers and staff. This provides the positive social support that assists them to be confident and independent.

Children learn how to keep themselves safe with the support of staff. They regularly take part in practising fire drills, and records of these are maintained. Staff intervene as necessary to remind children of safe practices as they play, for example, not to run in the main play area. Road safety is promoted with children each day as they visit the local shop in preparation for snack. They understand why they wear reflective jackets as they tell the inspector it is so they can be seen. Such ongoing practices develop children's understanding of wider safety issues. Children's knowledge of a healthy lifestyle is very effectively supported. Each day a group of children visit the local supermarket to choose foods for the snacks that day. Staff offer ideas and support to children about healthy options, but children know to choose a range of fruit and salad vegetables. During the inspection they also chose pitta bread, yoghurt and cheese. Children are also included in the preparation of the snack. They then take turns to act as helpers and support younger children to access their name card, plate and cup when they choose to have something to eat in the cafe-style snack area. Such effectively planned activities ensure children are able to understand how to choose healthy options to eat, and support them in their future learning. Children's independence is also well promoted which further builds on their developing confidence and self-esteem. Staff promote children's good physical development, and access to the outdoor area ensures they benefit from fresh air. Indoors, they have the opportunity to use the small trampoline and slide and move to action songs and rhymes. Children's handling skills are promoted successfully as they use drawing materials, paintbrushes and glue sticks.

The learning environment is very stimulating and the resources are of good quality. They are appropriate for the ages and development of the children and cover all areas of

learning. These are easily accessible and help children to gain independence as they choose what and where they play. Children are accommodated in a clean, comfortable environment that is secure and effectively maintained. Staff put a lot of effort into the presentation of the room, resulting in interesting, attractive and child-friendly surroundings. Children's transition to school is sensitively organised to provide the children with smooth moves into full-time education. Staff liaise with teachers from the local schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning. Staff recognise the value of sharing information with staff from other early years settings that children attend, and the importance of assisting children's transitions to school.

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

The pre-school is effectively led and managed by an enthusiastic manager who is fully supported by a dedicated and committed, long-standing staff team. All staff have a thorough understanding of how to safeguard children. They access relevant training and know who to contact if they have concerns about a child in their care. Recruitment and selection procedures are followed to ensure all those working with children are safe and suitable to do so, for example, disclosure and barring checks are taken out on all those involved in the setting. Induction procedures are in place to ensure staff are fully aware of their roles and responsibilities. The pre-school policies and procedures are implemented well and contribute towards ensuring children's health, safety and well-being are continually promoted. The learning environment is organised very well with all hazards successfully identified and minimised. Consequently, children are safe and secure. Legally required records to support children's welfare are accurately maintained.

The manager has a secure understanding of her responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff work very well together when settling children into the pre-school. There are good systems in place to monitor educational programmes to ensure that children receive a broad and balanced curriculum. Staff also work closely with other professionals when needed to provide consistent support to children with special educational needs and/or disabilities, to help them achieve their full potential. The manager leads the staff team in effectively using self-evaluation and action planning to reflect on their practice. They clearly identify their strengths and areas for improvement. Staff, children and parents are invited to contribute to the evaluation. They work in partnership with other agencies to continue to develop their already good practice.

The partnership with parents is good. Parents discuss their children with the key person on a daily basis and have access to their learning records. Other information is displayed on the notice boards and shared at dedicated parents' meetings. This ensures parents receive up-to-date information about activities, the learning taking place and their children's current stage of development. Questionnaires from parents provide more detailed feedback. This enables the staff to use these comments as part of the development plan. Parents are 'really happy' with the care and support their children

receive and the 'wonderful' range of activities provided. They comment on how welcoming and helpful staff are and how their children speak excitedly about the pre-school. The staff at the pre-school have established strong partnerships with other early years providers and the local schools. Joint visits and the sharing of information promote a positive approach for the children to be well prepared for their transition into school.

## 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>	301988
<b>Local authority</b>	Bradford
<b>Inspection number</b>	867348
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	38
<b>Name of provider</b>	St Johns Under 5's Pre School Committee
<b>Date of previous inspection</b>	13/10/2008
<b>Telephone number</b>	01274 502097

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## Type of provision

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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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