

# St Gabriels Pre-school

Keysworth Road, Turlin Moor, Poole, Dorset, BH16 5BH

## Inspection date

26/03/2014

Previous inspection date

23/04/2009

## The quality and standards of the early years provision

**This inspection:**

3

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- All children make good progress because staff make good use of observation and assessment to identify individual learning plans for children and gaps in achievement.
- Children benefit from a wide range of experiences in the local natural environment. This alongside the staff's skilful teaching enables children to become curious and active learners.
- The children are confident and settled because staff are caring and nurturing and attentive to each child's emotional needs.
- Staff work well with parents to promote children's learning and development between the setting and their home.

### It is not yet good because

- The management committee have failed to notify Ofsted of the details of their current members as required. Therefore suitability checks have not been completed for all the committee members.
- Staff sometimes miss opportunities to maximise children's learning experiences, so as to offer opportunities for rich, sustained play and exploration.
- Staff do not always allow children to fully engage and see their chosen activities through as they interrupt them to take part in daily routines such as snack time.

## 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 playing both indoors and outdoors.
- The inspector spoke with the curriculum manger, nominated person for the committee, staff and children.
- The inspector took account of the parents' views spoken to on the day
- The inspector sampled a range of documentation, including records of suitability.
- The inspector carried out a joint observation with the curriculum manager.

## Inspector

Josette Dyer

## **Full report**

### **Information about the setting**

St Gabriel's Pre-school has been established since 1973 and is managed by a voluntary committee of Parochial Church Council members. They operate from a purpose built building, situated in Turlin Moor, near to the main town of Poole. The pre-school serves the local community.

The pre-school provides care for children between the ages of two and five years and is registered on the Early Years Register. They support children with special educational needs and/or disabilities. There are currently 68 children on roll in the early years age range. The pre-school receives funding to provide free early education for children aged two, three and four years. They are open each week day from 9am to 3.30pm during school term times only.

The accommodation consists of two adjoining play rooms providing an open plan space for all the children to use. At times during the day staff separate the age-groups to provide age and stage appropriate learning. The pre-school also has access to an enclosed garden area and a large church hall for physical activities. In addition they regularly go on outings in the local area. The staff make full use of the natural environment and provide Forest School sessions for the older children.

The pre-school employs 11 staff, all of who have a range of appropriate qualifications in childcare and education. The curriculum manager holds Qualified Teacher Status and is a qualified Forest School Leader at level 3. The pre-school receive support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- submit appropriate documentation to Ofsted so that suitability checks can be initiated for committee members.

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

- develop further the use of the pre-school garden to provide more opportunities for children to be involved in the rich learning experiences it provides
- develop daily routines to minimise the disruption to children when are deeply involved in their play and explorations.

## Inspection judgements

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

Children enter the pre-school enthusiastically and quickly choose where to play. Staff have a good understanding of how children learn and provide interesting and motivating age appropriate activities for them. Younger children enjoy hiding different sea creatures in the water and holding them up for adults to name. Outdoors a similar pattern emerges as children bury animals in wet sand. Older children skilfully play games on a laptop with their friends and choose materials from the wide range provided to make their collage pictures. There is a good balance of adult-led and child initiated activities. For example children develop their early writing skills in small adult-led groups. Teaching is more subtle at other times as children freely choose to 'write' and draw in their play. All the time staff are supporting and extending children's learning and using good teaching strategies which helps to prepare them for their future learning. For example they model nouns and positional words for children, effectively supporting their communication and language and mathematical understanding. They stimulate thinking by asking questions such as 'I wonder how we could do that?' Children are keen to listen, respond and to try and solve problems.

Staff model imaginative play well for children, who then mimic what adults do. For example children give a toy dog an 'injection to make his foot feel better' as they pretend to be in the vets. Staff spend time looking at books with children, fostering a love of reading. They extend children's physical skills for example by suggesting different ways of jumping off equipment and encouraging them to climb a tree in the garden. Staff praise children for 'good jumping' or 'good thinking' building children's confidence and self esteem and developing a positive approach to learning. Generally children have the time and space to become deeply involved in their play, although occasionally this is interrupted for example when they are called over for snack.

Staff gather information from parents about their children, which they use to inform their starting points. Staff hold workshops to show parents how to extend children's learning at home using pre-school activities. As a result, children regularly borrow books and resources, such as den making equipment and puppets. Staff work closely with parents sharing information about children's development at home and in the pre-school. They make good use of this information and their own observational assessment to develop individual learning plans for each child. This includes completing the required progress check for children aged two years. This helps staff to identify any gaps in children's achievement at the earliest point. They use 'accelerated' learning plans and initiate further intervention to meet children's individual requirements as necessary. Consequently all children are making good progress and developing the skills they need for their future learning and their eventual move to school.

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

Children are settled and happy in the pre-school. Suitable settling in procedures enable parents and staff to share information about the child and put plans to meet children's individual needs in place from the earliest point. An effective key person system helps children to develop secure attachments and children quickly get to know the friendly and caring team. This practice helps children to feel confident and self assured and ready to play and explore.

Children behave well. Staff regularly use positive praise and stickers to re-enforce the behaviour they expect from children. Children show pride in receiving the stickers and show their friends and other adults. Staff particularly identify acts of kindness well, helping children to be considerate of others. On the occasions children forget, staff gently remind children of pre-school rules, consequently all children behave appropriately for their age.

Staff have a secure understanding of how to safeguard children and the procedures they should follow if they ever have any concerns about a child. In practice the open plan layout means that no staff are ever left alone with any child. A high adult child ratio means that children receive suitable supervision at all times. However a committee member, who has not been notified to and vetted by Ofsted as required, sometimes visits the pre-school to read stories. This means staff have allowed unchecked adults on the premises. However, as the church council have obtained enhanced suitability checks for all committee members and staff supervise visitors well, the risk to children is minimal.

Children develop a good understanding of personal safety because staff encourage children to judge risk for themselves. For example they provide opportunities for children to climb trees and explore their natural environment. They help children to identify potential hazards such as toadstools in the grass and discuss why not to touch them. Additionally these opportunities help children to develop a healthy attitude towards physical exercise and being outside in the fresh air. Staff teach children about the importance of healthy eating and provide information for parent to develop a consistent approach. Staff make meal times a social and enjoyable occasion and encourage children to eat healthier foods first. They also encourage children to do most things for themselves such as peel a banana or pour their drink. Children are developing suitable self care and independence skills, relevant to their age and stage of development.

The pre-school provides a warm and welcoming environment where children are happy to play and learn. They can choose equipment to take into their play from units that are easily accessible and clearly labelled. Overall staff make good use of the resources and space to promote children's learning. However, at times for example, when the grass is wet, staff restrict the number of children using the large grassy area in the garden. This means it is not always used to its full potential to maximise the rich learning opportunities it offers. However, staff use the local area very well to complement their educational programme. For example the children regularly go on 'Forest' and 'Beach School' sessions and visit the community garden.

Good systems are in place for children to feel confident and self assured on their transfer to school. For example children go to the local schools' parties and productions throughout the year. They see the areas of the schools they will attend and see children in their

school uniform. This helps children to understand what their future holds for them.

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

Generally the management have a sound understanding of the safeguarding and welfare requirements. All staff receive regular safeguarding children training. Regular supervision and weekly staff meetings have a clear focus on child protection. This helps to ensure all staff have a thorough understanding of their roles and responsibilities, with regards to safeguarding children. A robust risk assessment, and a regular review of accident records, helps to identify and minimise potential hazards, both within the pre-school and while off site.

Although there is a clear recruitment and vetting procedure in place for staff, the management have not met the requirement to notify Ofsted of the details of all those on the management committee within the required 14 days. This means that Ofsted have not been able to initiate suitability checks for them. However, the church has obtained enhanced disclosures for each committee member; therefore the risk to children's safety is minimal. On this occasion Ofsted does not intend to take any further action.

Management have a good understanding of the learning and development requirements. They have suitable systems in place to monitor the provision they provide and the systems to track children's achievement over time. Consequently children experience a broad range of activities alongside individual planning, which directly contributes to the good progress all children make. Management and staff continuously strive for improvement, for example they have sufficiently addressed all recommendations from their last inspection. The team reflect on their practice, taking into account the views of the children and their parents, to identify strengths and weaknesses. Currently plans are in place to further develop the garden. The well qualified staff team are pro-active in updating their knowledge and understanding. Yearly appraisals and regular supervision help staff identify any additional training needs. The senior team lead by example, holding higher level qualifications. This commitment to professional development directly influences and enhances practice and thereby improves outcomes for the children.

Partnerships with parents and other professionals are strong. For example the pre-school's special educational needs coordinator works closely with outside agencies to help ensure all children receive the support they need to reach their full potential. Parents receive a wide range of information about the pre-school, helping them to be involved in their child's learning. For example staff give parents copies of key policies, risk assessments and they receive regular newsletters. Parents speak very positively about the pre-school. They comment on how much their children are learning. They say their children 'love coming' and that the staff are 'fantastic'.

## 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>	109593
<b>Local authority</b>	Poole
<b>Inspection number</b>	816960
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Parochial Church Council
<b>Date of previous inspection</b>	23/04/2009
<b>Telephone number</b>	01202 678333

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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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