

St Jude's Church Pre-School

St Judes Church, Lower Hall, Beaumont Road, Plymouth, PL4 9BJ

Inspection date

Previous inspection date

28/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are confident in the preschool as staff provide an environment where they enter the building with ease and feel secure.
- Children engage in various activities and are able to make their own choices of play because the resources are easily available to them.
- Staff plan interesting activities that appeal to children and hold their interest, which is continued at home further promoting children's learning.
- Staff effectively promote children's early mathematical skills well so children recognise number, count, and use early mathematical language.

It is not yet outstanding because

- Staff do not maximise learning opportunities for literacy and mathematics in the outdoor environment for those that learn best there, for example by displaying and promoting signage and number.
- Some staff are not confident in their teaching to allow children's creativity to flow and develop a style of their own.

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's activities in all rooms and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager, staff and parents.
- The inspector sampled a range of documentation including the pre-school's self-evaluation, children's records, risk assessments, staff records, accident records and a sample of policies.

Inspector

Sara Frost

Full report

Information about the setting

St Judes Pre-school has been in operation for over 45 years. It re-registered in 2013 with Ofsted on the Early Year Register. The pre-school operates from a separate building on the premises of St Judes Church, in Plymouth, Devon. Children have access to a fully enclosed outdoor play area. The pre-school is open each weekday from 8.45am to 11.45 am and 11.45 am to 3pm, term time only.

There are currently 36 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for children aged, three and four years old. The pre-school employs nine members of staff; the manager has Early Years Professional Status and five other staff hold a qualification in childcare 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:

- develop the consistency in staff teaching to provide opportunities for children to be expressive and develop their own creative style.

- improve further the quality of teaching and learning in the outdoor environment, particularly in literacy and mathematics in order to support those children who learn better outside

Inspection judgements

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

Staff have a good understanding of all areas of learning this enables them to provide children with wide range of interesting activities, covering all the areas of learning. As a result, staff provide suitable challenges, which effectively engage children and promotes progress in their learning and development. Staff effectively develop children's knowledge of mathematical language. For instance, when playing with the 'bubble water' staff enable children to compare shapes and sizes including 'bigger and smaller'. Throughout the pre-school day, staff continually promote maths as children learn to count, or recognise shapes. Staff spontaneously print pictures of the 'Eden project' to show how similar the bio domes are to their bubble sculptures, not only does this promote children's understanding of the world around them, it increases their vocabulary and communication skills.

At times during the day, staff organise key group activities, which helps children to focus and concentrate on a specific area. Children enjoy these small group sessions, sharing and

listening to each other's news. Children confidently use the computer, mouse and follow simple programmes, all of which are useful skills for their future learning. Staff effectively use resources to help children understand processes. For example, this term children are going to follow 'life cycles' to explain cocoon process, so staff rolled children up in a blanket. Staff skilfully use this to pose questions such as 'show me how you think it would get out?' This helps to extend children's thinking.

Children are eager to show visitors the pre-school tadpoles including how they have grown so far and how they will eventually grow into frogs; children make their own records of the lifecycle through paintings and drawings. Children also share this at home, returning with homemade items depicting a frog's life cycle, using various materials.

Staff provide children with various opportunities to practise their early writing skills. For example, they encourage children to use chalks outside and indoors. They effectively use this opportunity to develop children's recognition of shapes and numbers. Children enjoy listening to and sharing stories at group times or on an individual basis with staff. There are opportunities for children to see words around them that reflect the home languages of all the children in the pre-school, all of which supports children's early reading skills. However, there is less opportunities for children to see words and number outdoors. This means children who learn better in the outdoor environment have fewer opportunities.

Children enjoy being creative and particularly enjoyed painting butterflies. The purpose of the activity was to show pattern. The children just wanted to paint and although staff initially allowed children to be free in their own expressive way, they were not consistent their approach and felt the need to fold the paintings once the children had completed. As a result, they did not recognise the child's own individual creativity.

Staff through discussion and written documentation obtained from parents, gain information about children's individual needs. As a result, staff are able to provide resources, which they know will help children to settle in the pre-school. Planning shows all areas of learning are fully covered. There are good practices, which assess, monitor and record children's progress. As well as information gained from parents, key staff make their own observations. These measures help staff plan meaningful activities from the start and promote children's individual learning and development needs. Staff share with parents their child's day, including activities and routines, when they are collected. In addition, parents are invited to meetings, where staff encourage parents to share and contribute to their child's learning journal. Staff complete, and share with parents, the required progress check for two-year-old children.

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

Children are happy and enter the pre-school building with ease. This shows children are secure in their surroundings. Children are confident to hold conversations and ask direct questions. The rooms children use are brightly decorated with posters and displays of children's work, which helps children to develop a good sense of belonging. The pre-school has a key person system; photographs of each child's key person is displayed so

parents are fully aware of who their child's key person is. Staff work closely with parents, sharing information on a daily basis to ensure they are fully aware of any changes and continue to know children's individual needs well.

Children are encouraged to be kind and caring towards each other. Staff effectively promote children's understanding of taking turns. Children use a large 'egg timer' knowing that it is their friends turn when the sand falls through. They promptly seeking out their friend to tell them, while themselves moving onto another activity. Staff are consistent in their approach to managing children's behaviour. They are clear in their explanations and children receive praise for trying and achieving. As a result, children's behaviour is good overall.

Snack time at pre-school is caf style based. This allows children to make the choice when they want to stop playing to have a drink and something to eat. Older children help themselves to snack and drink; staff fully support those requiring additional help to develop their independent skills. Systems are in place to ensure those preparing meals and serving food to the children are fully aware of specific dietary requirements. Parents provide packed lunches for those children staying at lunch time. This is a time when everyone sits together; staff make good use of this communal time to promote children's conversational and social skills.

Staff further encourage children to develop their independence for example, as they support children in putting on their outdoor clothing. These skills help to prepare children for their future learning, including the transfer to school. It also raises children's awareness of the weather, by recognising when they need coats and wellington boots on as it has been raining. Staff effectively promotes children's good hygiene practices. Older children become increasingly independent in their personal care, for example they understand the need to wash hands before sitting down to eat.

Due to the practicalities of building, it is difficult for children to freely access the outdoor environment. However, staff organise the day to provide outdoor play sessions in the morning and again in the afternoon. Children benefit from using a range of outdoor resources, which promote their physical development, such as balancing, blowing bubbles, running and ball games.

Accidents, which occur at the pre-school, are promptly recorded by staff and shared with parents when children are collected. Children learn to keep themselves safe, for example, staff teach them how to handle tools appropriately and the importance of walking when indoors. The pre-school is close to the local fire station and often see the fire engine drive past. Staff use this opportunity to further promote children's understanding of keeping safe.

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

Staff demonstrate a good understanding of their role and responsibilities in meeting all the requirements of the Statutory framework for the Early Years Foundation Stage. Overall, staff demonstrate they are competent in recognising and implementing the appropriate challenges for children, to promote and support their next steps in their development. Systems are in place and collated by the manager to ensure all areas of learning are fully covered in the planning.

Staff know for example, the process to follow if they have any concerns about child in their care. The manager uses staff meetings to ensure her staff remain familiar with the setting's safeguarding policy and procedures. As a result, staff demonstrate they are fully aware of the appropriate action they need to take to protect children.

Regular written risk assessments and daily checks are completed to ensure all areas children use indoors and outside remain safe. A record of attendance for children and visitor's is kept, so it is clear who is in the building in the event of an emergency. Visitors to the pre-school are made aware of all the fire exits within the building in case of an evacuation, leaving staff, should an emergency arise solely responsible for the children. Children undertake fire evacuations on a regular basis so they are familiar with how to keep themselves safe in an emergency situation.

The manager has introduced formal supervision sessions for her staff. The manager works in the pre-school and as a result, she is able to regularly observe her staff practices. The formal and informal supervision and monitoring sessions are used to share staff's practices, provide support, ensure her staff remain suitable to work, recognising staff capabilities and identify any training needs. For example, a member of staff has been identified to support the pre-school's special needs coordinator by the manager and has accessed training.

Partnerships with parents is good. Parents spoken too at the inspection are very positive. Parents state how supportive staff are for example, working together develop 'their child's confidence and spoken language.' The pre-school seek views on the setting through regular discussion with parents and use of questionnaires. Following views expressed by parents, the pre-school provides the option of emails as well as newsletters. They use these forms of communication to share ideas with parents to help support children's learning at home. Staff continually seek and develop effective ways of involving and communicating with parents. For instance, the pre-school hold 'event day' and the last one planned was to develop the garden area, has involved all parents of children attending.

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	EY466480
Local authority	Plymouth
Inspection number	934317
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	36
Name of provider	The Parochial Church Council Of The Ecclesiastical Parish Of St Jude, Plymouth
Date of previous inspection	not applicable
Telephone number	01752 222092

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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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