

English Martyrs Pre-School

The Community Centre, English Martyrs Church, 64 Liebenrood Road, READING, RG30 2EB

Inspection date	26/11/2013
Previous inspection date	06/12/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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

- Staff arrange the room to be a warm, inviting place to play. Toys are easily accessible so children are able to make choices about what they play with.
- Positive partnerships are established with parents and staff regularly share information with them about their children.
- The staff work well as team to ensure children's individual needs are met well.

It is not yet good because

- There are not secure procedures to inform Ofsted of changes to the committee as required.
- Staff knowledge and skills of how to support the learning and development of older children is not secure. This means they do not provide older and more able children with activities that offer sufficient challenge and interest so their progress is steady rather than good.
- Self-evaluation is not yet robust enough to fully cover all areas of the provision and effectively identify areas to improve children's achievements.

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 children engaged in activities throughout the setting.
- The inspector spoke with the manager and staff at appropriate points throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector sampled documents including insurance accident and medication folders and children's records.

Inspector

Karen Prager

Full report

Information about the setting

English Martyrs Pre-School is a committee run group which originally opened in 1972. It is located in the community centre in the grounds of English Martyrs Church in Reading, Berkshire. Children have use of the large church hall and the adjacent kitchen and toilet facilities. They also have daily access to a secure enclosed outdoor play area. The pre-school opens Monday to Friday each weekday during school term times from 9 am to 3.30 pm. Morning sessions are from 9 am to 12 noon. Lunch club is between 12 noon to 12.30 pm and afternoon sessions are between 12.30 pm to 3.30 pm. Children can stay for the whole day or part of the day. The pre-school is registered on the Early Years Register. It is also registered on the compulsory and voluntary parts of the Childcare Register though currently no children attend in this age group. There are currently 48 children on roll aged from two in the early years age group.

The pre-school receives funding for early education for children aged two, three and four years. Children come from a wide catchment area. The pre-school supports children who have special educational needs and/or disabilities, and children who learn English as an additional language. The provider employs 11 members of staff including an administrator. There are five members of staff who hold childcare qualifications at level 3 and three members of staff are qualified to level 2. The administrator has a level 2 qualification in administration. The pre-school is a member of Pre-school Learning Alliance. Staff receive support from the local authority early years team.

What the setting needs to do to improve further

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

- improve the support for older children during free play so that all children are thoroughly engaged and interested, and more able to make connections across their learning.
- develop performance management and monitoring systems to improve the quality of teaching and planning, so that all children make good progress in all areas of their development.

Inspection judgements

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

Children are happy and content and enjoy their time at the pre-school. Staff provide a warm welcome which enables children to quickly settle when they arrive and be ready to learn. Staff understand that children learn through their play and the daily routine has a

good balance of adult-directed and child-led activities. Children move freely around the room and learn to choose what they want to play with. They understand how to use the computer and concentrate well as they complete a game and learn to take turns with their friends. They develop good physical skills and learn to use the touch screen with control. Staff plan adult initiated activities with children's interests in mind. However the quality of teaching is variable. Whilst most children keep busy and are well supported by staff, the support for older children is not always as challenging. This means that sometimes these children do not focus as well on their activities and sometimes become restless during free play. As a result they make steady rather than good progress in their learning.

Appropriate systems to assess the development of all children, including those who are aged two, are in place. Staff keep a record of children's progress and share this with parents so they can support their children at home. Staff plan activities around a theme to broaden children's understanding of the world. Children make decisions about their learning when they chose dinosaurs to play with alongside the vehicles and the 'moon sand'. Children develop good skills in building models and staff sit with the children to help them to develop their ideas using a variety of boxes. This help children develop creative skills and achieve the task they have set themselves.

Staff support children's growing understanding for the world well. They talk to children about the different dinosaurs and teach them new words, such as 'astronaut', when they are talking about the spacemen going into the rocket. They watch children as they carefully balance outside, offering help to those who need it, and praising children who gain confidence to cross the equipment on their own. Children know to take their time and to wait for their friends in order to keep themselves safe.

Staff use puppets and tell stories in a lively manner to hold children's attention. This helps children to develop good listening skills. Children sit together on the mats for a group story. They show that they are developing an interest in books and respond appropriately to questions about what is happening. Children learn that written words have meaning, and identify their name when they hang their coat or sit to have snack. This supports their literacy development and helps them develop some skills they will need for the next stage in their learning.

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

Children demonstrate that they feel emotionally secure as they enter the pre-school happy and settled. Staff are welcoming and talk freely to parents in a relaxed and warm environment. A key person system is used effectively to support children's development. Parents comment on how friendly their children's key persons are and say they feel confident that their children are safe and well looked after. Staff regularly encourage achievements. For example, they praise children as they sit quietly on the carpet and give specific praise to children as they follow instructions independently.

Staff establish consistent routines. This means that children behave well because they understand what is expected of them. For example, children quickly respond to 'tidy up

time'. Staff have appropriate expectations of children's behaviour. Most children demonstrate that they understand the rules of the pre-school cooperating well with each other. Staff work well with children who are still learning boundaries by offering clear explanations and close supervision. Staff's positive interactions and encouragement support children to learn good social skills overall as they share toys with their friends and say please and thank you during snack. This means children are suitably prepared for their future learning.

Children have a daily healthy snack, which includes pieces of fruit and carbohydrates as well as milk; water is freely available at all times. Staff encourage parents to provide healthy food in the children's lunch boxes so that children's knowledge of good eating habits is extended. Children have daily opportunities to develop their physical skills. A large adequately resourced outside area enables children to experience a range of opportunities. Children can practise riding tricycles and learn to negotiate the other equipment and the children. Children listen to the different sounds they make when they tap items hanging from the sound frame. They have opportunities to dig and plant in the vegetable patch. Staff are deployed well so that children are able to move freely between the indoors and the outside for some of the session, meeting children's individual needs.

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

Overall, the provider demonstrates an appropriate understanding of the requirements for the Statutory Framework for the Early Years Foundation Stage. There have been some changes to the staffing team and to the pre-school committee. The systems to inform Ofsted of changes to the registered body are not fully secure and Ofsted has not been informed of some changes to committee members as required. This is a legal requirement but Ofsted do not intend to take any further action on this occasion. The failure to notify Ofsted has minimal impact on the children's care and learning as the committee members spend little time in the pre-school setting. The committee has a strong determination to provide good quality care and learning experiences for the children who attend.

The staff work together well as a team and are keen to develop their practice, for example through attending training. New staff receive a thorough induction so that they have a clear understanding of the pre-school policies and routines. They quickly settle and are confident to speak to other staff for support if needed. The views of parents and staff about the quality of the provision are sought and taken into account. All staff have completed training in safeguarding children and know the procedures to follow should they have a concern about a child in their care or about a member of staff's conduct. The committee members are clear in their responsibilities to keep children safe. Risks are assessed and recorded and appropriate action is taken to minimise any harm to children. Staff keep a record of any accidents which occur. They ensure there is always a person trained in first aid on site to promote children's well-being in the event of an accident. Regular staff meetings and supportive management mean that views of staff are readily shared. However, currently self-evaluation is largely focused on resources for children. It is not yet robust enough to fully cover other areas of the provision, such as improving

staff member's knowledge in supporting the learning opportunities for all children. Systems to monitor the quality of teaching and delivery of the educational programmes are not sufficiently thorough. Overall, the manager monitors the progress of all children, but steps to support children's development across the whole of the session are not secure. This means that children who are older make steady rather than good progress.

Partnerships with parents are positive. The pre-school welcomes parents' help during the sessions during which time they can learn more about how their children learn. Parents are well informed about the care provided through policies and notices which are displayed at the entrance, and weekly news posted on the pre-school website. Parents feel that communication is good and that they can talk to the staff at any time about their children. Staff work with outside agencies to meet the individual needs of children when appropriate. They provide a summary of children's development when children transfer to school or another care setting. This helps continuity of care and learning for children.

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

Unique reference number	116837
Local authority	Reading
Inspection number	941652
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	27
Number of children on roll	48
Name of provider	English Martyrs Pre-School Committee
Date of previous inspection	06/12/2010
Telephone number	0118 9593121 or 0118 9012725

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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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Piccadilly Gate
Store St
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M1 2WD

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