

# St Saviours Pre-School

St Saviours Church Hall, Sandpit Lane, St. Albans, Hertfordshire, AL1 4DF

<b>Inspection date</b>	23/04/2014
Previous inspection date	03/03/2009

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

- Staff offer plentiful activities and resources covering all the areas of learning, promoting children's learning and development.
- Children are happy, confident and secure because staff sensitively settle children into the pre-school and build positive relationships with them; safeguarding children is given top priority.
- Children learn how to behave and play well alongside their friends because staff are positive role models and are consistent in how they deal with behaviour management.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.

### It is not yet outstanding because

- There is scope to enhance the already good assessment of children's learning by making them even more precise in order to further challenge the most able children.
- There is potential to enhance children's learning further by monitoring routines to provide an even more varied experiences.

## 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 looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector carried out a joint observation of a teaching activity with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

## Inspector

Jemma Hudson

## Full report

### Information about the setting

St Saviours Pre-school was registered in 1999. It is on the Early Years Register. It operates from St Saviours Church Hall in Central St Albans. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. The lunch club operates on Mondays, Tuesdays and Wednesdays and sessions are from 12.15pm until 1pm. The pre-school provides funded early education for three- and four-year-old children and there are 48 children on roll. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs nine members of childcare staff. Of these, one holds appropriate early years qualifications at level 2 and five at level 3 and above.

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

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

- enhance the already good assessment of children's learning to make them even more precise in order to further challenge the most able children
  
- monitor the daily routine to further enhance the quality of children's learning experiences in order to provide an even more varied environment.

### Inspection judgements

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

Children receive a warm and friendly welcome to the pre-school. They enjoy a wide and varied range of well-resourced activities that support and promote their continued learning and effectively meet their needs. Staff plan well, taking into account each child's interests and age and stage of development. This good planning along with quality teaching means that children continue to develop skills and attributes needed for future learning. The pre-school is well-organised so that children can make good choices to support their interests and play. For instance, children enjoy curling up in the book corner to read independently. They explore and investigate sand and use their problem solving skills to work the sand wheels. They enjoy using spades to dig and explore soil outside. The planned activities cover the seven areas of learning.

Children enjoy leading their own play and taking part in activities which are guided by adults. For example, children maintain focus for sustained periods of time at the easel and are encouraged to develop their creativity. Staff consistently use open ended questioning

to extend children's communication and language. Outdoors, staff encourage children to try new activities and to judge risks for themselves. Staff are on hand to monitor safety and provide guidance and encouragement when children construct and use balancing equipment. This promotes children's physical development and encourages them to get better at things through effort and practice.

Staff know children well because they take time to meet them and their parents. Staff gather information from parents and children as they settle in. They use this information to complete a starting point assessment and to discover each child's needs and interests. Children's learning journals show good observations linked to the areas of learning. Staff use these observations to track children's progress effectively and highlight areas of weakness. Timely interventions ensure that all needs are appropriately met and that children develop the skills and attributes needed for transition to school. Assessments are precise and robust. However, on occasion a small number of assessments do not fully reflect the achievements of some of the most able children. This has been recognised by staff and is an area for development.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery. A well established key person system is in place to help children build relationships with their special member of staff. This supports their emotional needs and as a result, children are motivated to learn. Children demonstrate a positive approach to learning, and behaviour in the pre-school is good. Staff provide excellent role models, interact well with children and engage them in meaningful conversation which results in an extremely calm, relaxed and friendly atmosphere.

Staff develop and extend children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They have a wide range of opportunities to learn about healthy lifestyles, for example they are offered a range of nutritious healthy snacks. Children have access to water throughout the session and are offered water or milk with their snack. Children sit together and are very sociable. They talk to each other and share experiences, such as holidays and outings. Staff use this opportunity to encourage talk about the morning, what the children have done and what they are going to do after pre-school. In this way, children's interests are further extended and they learn to listen to each other and form opinions.

Children's well-being is given the highest priority at the pre-school. Staff have appropriate training in first aid and are very well aware of the medical or dietary needs of children in their care. Effective procedures are in place and are regularly reviewed to support children's welfare effectively. Staff know and understand the needs of all children and are able to provide any extra support needed to ensure their inclusion in all activities. There is a very strong family feel to the pre-school as many children attend with siblings. The very stable staffing policy means that staff know the families extremely well. Consequently, all children feel secure and make excellent emotional attachments while at pre-school.

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

St Saviours Pre-School is well-managed and led. The managers are reflective and they demonstrate a commitment to the continual development of the whole provision. All staff demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children which means that children are consistently provided with a range of experiences to meet their needs. The majority of staff hold relevant childcare qualifications and are keen to continually update their professional development. The managers use regular staff meetings to discuss and share any ideas, and to further promote effective outcomes for children. They carefully monitor staff performance, both informally through working alongside the staff and more formally through annual appraisals and monthly supervisions to identify training needs. This helps to promote good outcomes for children.

The managers in the nursery have a good understanding of the requirements to safeguard children. They have secure policies and procedures, and know what action to take if they have concerns about a child's welfare. The premises are kept secure and thorough risk assessments are undertaken, ensuring children can play safely and freely. Staff work well as a team to promote the smooth running of the session. They are well deployed, indoors and outside, ensuring children's safety and supporting them in their play and learning.

Parents value the strong partnership and relationships they have with the pre-school. They speak highly of staff and are delighted with the activities they provide for children. They say that 'staff are especially good at preparing the children for school' and that 'there has never been a day when the children don't want to come.' One parent also commented on the 'excellent' support she received from all of the staff. The pre-school has developed successful strategies to work closely with parents. Consequently, children have continuity of care and their needs are very well 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

<b>Unique reference number</b>	123588
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874760
<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>	44
<b>Number of children on roll</b>	48
<b>Name of provider</b>	St Saviours Pre-School Partnership
<b>Date of previous inspection</b>	03/03/2009
<b>Telephone number</b>	01727 864490

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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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