

St Clare's Pre-School and After School Club Ltd

St. Clares Church Hall, Sharoe Green Lane, Fulwood, PRESTON, PR2 9HH

Inspection date	12/05/2014
Previous inspection date	07/05/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The leadership and management are exceptional, with all practitioners encouraged to participate in professional development. This results in the provision of a high quality learning environment in which children flourish.
- Staff have a highly, secure knowledge of how to protect children. This is supported by superb operational policies, procedures and excellent staff working relationships, which ensure children are always immensely safe.
- Parental involvement in children's learning is excellent, there are many opportunities for rich and valuable partnership working, so children's learning is also fully supported at home, with home experiences influencing provision of activities in the setting.
- Children thrive in the superbly resourced learning environment, highly skilled practitioners put utmost priority on providing challenging activities for all children, which address all areas of learning. This results in extremely confident children who are well prepared for the next stage of their educational journeys.

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 activities in the two rooms.
- The inspector conducted a joint observation with the provider/manager of the provision and spoke to the staff throughout the inspection when appropriate.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoke to on the day.

Inspector

Deborah Magee

Full report

Information about the setting

St Clare's Pre-School and After School Club Ltd was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a private provider, as a limited company. It operates from a church hall within the grounds of St Clare's Roman Catholic Church in Fulwood, Preston, Lancashire. The pre-school serves the local area and children who attend St Clare's Roman Catholic Primary School. There is a fully enclosed area for outdoor play, a large hall and a separate quiet room that the children have access to. The operational hours are 9am to 11.30am Monday, Wednesday and Friday, with Tuesdays and Thursdays operating 9am to 12.45pm, term time only. The after school club operates from 3.20pm to 5.20pm providing care for children aged four years to 11 years. There are currently 71 children, of whom 31 are in the early years age group. The pre-school provides funded places for three- and four-year-olds. Children with special educational needs and/or disabilities and children who speak English as additional language are supported in the setting. There are nine members of staff who work with the children, seven hold appropriate qualifications in early years or playwork. The pre-school receives support from the local authority and is a member of the Pre-school Alliance and 4children.

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 superior provision by allowing children to have even better access to mark-making and writing equipment in all areas of the provision to further encourage writing with a purpose and enjoyment.

Inspection judgements

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

Teaching is inspirational with practitioners having an excellent understanding of how children learn and develop. Their contributions are actively encouraged with a deep respect of all children and their families truly reflected in first-class practice. Practitioners offer highly comprehensive learning opportunities of sometimes quite complex concepts. In particular, mathematical development is significantly enhanced through the consistent use of technical vocabulary and highly effective educational programmes. Children correctly identified that a rolled up piece of paper was a cylinder, recognising it is a three dimensional shape. Furthermore, this was correctly likened to a telescope that children had created the previous week. In addition in the construction area, children are supported to create three-dimensional shapes, such as spheres. One child spoke of cutting a shape in half, the practitioner supported this learning and through questioning, discussions and demonstrations, therefore, children began to learn about fractions.

Children who speak English as an additional language are very well supported as staff learn key words in their language. They view displays that include key vocabulary and reflect the diverse range of cultures that children have experience of. Activities are exceptionally, meaningful and children experience a stunning demonstration of how to put on a sari and Indian dancing provided by a parent.

Readiness for school is ensured through activities, which are providing optimal challenge. Children benefit from highly skilled staff who work hard to significantly enhance the extremely well-resourced environment. Enhancements ensure that all children's interests are consistently reflected in the activities and resources on offer. Children's interests in pirates is included by the provision of a pirate ship and figures. They delight in collaborating in imaginative play as they act out scenarios they have created. Extremely confident children actively contribute to group time, all children are exceptionally enthusiastic and motivated. This is a result of the expert practice on display as all contributions are valued by practitioners who know the children they care for very well. Although, mark making is very well planned for, this could be even better by further enhancing all areas with writing materials so that children experiences are enriched.

Links with parents are extremely strong, with parental feedback of a consistently high standard. Parents and carers value the provision immensely and speak very highly of their child's experiences. Highly successful strategies are in place to ensure that all parents have many opportunities to contribute to their children's learning. Diaries and 'chat books' are sent home regularly with progress meetings arranged at the convenience of families.

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

Emotional well-being of the children is given utmost priority. The relationships are consistently, extremely strong with skilled practitioners ensuring secure emotional attachments are formed. Children exhibit high levels of confidence and appear extremely self-assured. They play confidently exploring the excellent range of activities on offer interacting with practitioners who come down to the children's level and support their learning through play with developmentally appropriate prompts and effective questioning. A child who speaks English as an additional language, expresses a desire to engage with an activity in the computer. The practitioner models how to operate a simple programme by coming down to the child's level, the child uses gestures, the practitioner takes the lead from the child and responds with gestures. This is enhanced by the further use of gestures and language to explain the process, using simple language, eye contact and a clear voice. The child delights in this interaction and successfully operates the programme to which the highly skilled practitioner offers meaningful praise.

The key person approach is fully embedded into everyday practice. Children and parents are aware of their individual key worker. All practitioners know all children and their families extremely well. Therefore, children feel confident and supported at all times. There are extensive arrangements in place to support children who have any special educational needs and/or disabilities. Practitioners engage in highly effective work with external agencies to ensure children and their parents receive the best possible support. This results in issues around behavioural difficulties being managed effectively with no

impact for other children and all children have an enjoyable experience of early learning.

Children are encouraged to play and actively explore the learning environment. They know how to explore safely managing risks in their own play. Resources are readily accessible and stored at a level to encourage engagement. Snack time is well organised and highly enjoyable experience in which children enjoy talking to their friends while learning about healthy choices with regards to food. In addition, staff provide information for parents regarding healthy packed lunches and appropriate portion size.

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

There are excellent safeguarding arrangements in place as all staff know exactly how to respond if there are concerns over a child. Policies and procedures ensure children are well protected and kept safe at all times. Strong and highly motivating management strategies ensure that a robust recruitment system is embedded into practice, which ensures those working with children are suitable to do. Documentation and records are maintained to a high standard, indicating that safety and welfare underpin practice.

The manager is committed to supporting the highly skilled staff team to ensure children receive the best possible learning opportunities. There is an extremely strong system in place to analyse the quality of teaching, which includes peer observations, staff self-evaluation questionnaires, supervision meetings and staff meetings. The provider closely monitors the educational programmes to ensure they are broad and balanced, reflecting both interests and individual learning needs. Children's development is effectively tracked, which results in any gaps being addressed quickly and they continue to make excellent progress.

Partnerships with parents are excellent. Every parent has the opportunity to add meaningful contributions to their child's learning journey. Through the provision of diaries, there is an open two-way communication system that is truly valued by parents and carers. The staff team are open, approachable and parents' comment on how any member of staff is always prepared to discuss children's progress. Partnerships with other professionals are equally strong with expert advice promptly acted on. These include suggested interventions put in place to improve experiences for children. This partnership working has proved invaluable when managing challenging behaviour as suggested implementations are working exceptionally well with children. Therefore, children are happy, engaged and extremely motivated and feel valued and respected in this welcoming pre-school. The practitioners work hard to ensure needs are met and other children are also happy. Any incidents are managed effectively to maintain this warm environment in which children are experiencing such an excellent start to their educational journey.

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	EY382501
Local authority	Lancashire
Inspection number	858762
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	71
Name of provider	St Clare's Pre School & After School Club Limited
Date of previous inspection	07/05/2009
Telephone number	07879 241099

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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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