

St Pauls Pre-School

St. Margarets of Scotland RC VA Infant School, Rotheram Avenue, Luton, Bedfordshire, LU1 5PP

Inspection date	14/05/2014
Previous inspection date	19/05/2009

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		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

- The quality of teaching is good. Staff skilfully use open-ended questioning to support and extend children's learning and development. As a result, children learn to think and solve problems for themselves.
- Staff place a high priority on observing and following children's interests. They use this information to plan activities that actively engage the children. Consequently, children show good levels of involvement in activities.
- Partnership with parents is effective. Parents are offered a range of opportunities to learn about their children's development and how to support this at home. Consequently, staff and parents have a shared understanding of how to promote children's good outcomes.
- Staff have a good knowledge of safeguarding procedures. As a result, children's safety and well-being are promoted.

It is not yet outstanding because

- There is scope to enhance further the planning of activities to include children's stages of development, so that planning can more precisely match children's individual needs and strengths.
- The current programme of supervision does not consistently include opportunities for staff to reflect on their own practice and identify their training needs.

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 indoor and outdoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the deputy manager.
- The inspector spoke to staff throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning, progress tracking data and a range of other documentation.

Inspector

Anne Bell

Full report

Information about the setting

St Pauls Pre-School was registered in 1986 and registered again in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built portacabin in the grounds of St. Margaret of Scotland Primary School, near the centre of Luton. The pre-school serves a wide catchment area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term times. Opening times are from 8.15am to 4pm, to provide parents with flexible wrap-around care hours and two set pre-school sessions from 9.15am to 12.15pm and from 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance further the planning of activities to include children's stages of development, so that planning can more precisely match children's individual needs and strengths
- extend the current programme of supervision to include opportunities for staff to reflect on their own practice and identify their training needs.

Inspection judgements

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

The quality of teaching is good. Information regarding children's interests is gathered from parents as their children start at the pre-school. This is then used to plan activities that welcome the children and help them to settle quickly. Staff support children's activities by actively engaging and playing alongside them, using open-ended questions to encourage children to think for themselves and work out solutions. Staff place high priority on supporting children to learn through following their interests. Regular observations of children's interests are carried out and this information is then used to plan for next steps. However, there is scope to extend this good planning to include children's stages of development, so that activities can be even more closely matched to the learning needs of individual and groups of children. Children with special educational needs and/or disabilities are well supported through additional adult support and targeted intervention

to support their identified needs. As a result, they make good progress. Staff provide a language rich environment for the children. Consequently, children's communication and language skills develop quickly, including those of children who speak English as an additional language. Posters and labels around the room display the scripts of children's home languages. This shows children and their families that their languages are valued.

Staff plan a wide range of activities across all seven areas of learning, both indoors and outdoors. Resources are engaging and stimulating and are used well to support children's play. There is a carefully planned daily routine, which allows children time to play and explore independently as well as more structured group times with their key workers. Children enjoy using the writing area independently, making letter-like shapes to represent their names. Staff teach children to use a hole-punch, so that children can attach string to their paper kites and then run excitedly in the outdoor area, making their kites blow in the wind. Staff teach children about colour and shape as they find matching pairs of wellies to wear in the 'mud kitchen', so that they can dig for treasure. Staff remind children to share resources as they co-operate with each other to play with moulds in the sand and to wash dolls in the water tray. Children independently explore their environment, rolling small balls down guttering as they learn about what makes the balls go down more quickly. Children show good levels of involvement as they actively explore their environment and engage with the interesting activities.

Parents are kept well informed about their children's learning. Staff organise regular workshops and events to explain to parents what the children are learning and how they can support this learning at home. This includes learning about the physical skills that children need to begin to write and how to enthuse them about books and literacy. As a result, parents and staff have a shared understanding of how young children learn and they work together to promote good outcomes for the children. Children show good skills in writing, as staff teach them to label their drawings. They learn about comparisons of height and length as staff teach them to measure each other to see which child is the tallest. Children paint on a perspex screen, accurately representing a teddy bear and laughing as the paints drip down the screen. They learn about risk as they use metal spades in the garden to dig for 'pirate treasure', taking care to dig safely without bumping into another child. Staff offer children challenge through their activities, such as finding the right plate to fit in the oven to cook their cakes and working out which shoe goes on which foot, when they get changed for dancing activities. Staff provide daily opportunities for children to participate in small group activities for short periods of time. This helps children to learn to sit and listen carefully to the staff. Children show good levels of development across the areas of learning and demonstrate the skills they need when they move to school.

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

The key person system works well at the pre-school. Parents are well informed about the key person's role and there is effective daily communication regarding children's care needs. This ensures that children's well-being is promoted and that any information regarding their welfare is promptly communicated. Children are happy to come to pre-school and settle easily at the start of the session. They evidently enjoy their time with

their friends and with the staff. Staff are supportive and approachable and they know the children well. As a result, they provide a warm, friendly environment where children can thrive. Children's behaviour is good and is managed consistently by staff, who encourage them to consider the effects of their actions upon others. For example, children are reminded to use their 'happy, walking feet' indoors and to share with their friends as this will make their friends feel happy. These clear expectations means that children feel secure and confident.

The pre-school is well equipped, both indoors and outdoors. There is a wide range of resources that provide for learning opportunities across all seven areas of learning. Staff have organised the indoor space, so that it now includes a writing area and an area for the two-year-olds to rest and relax in. Children's independence is promoted at every opportunity. Children help themselves to snacks and drinks. They choose their own cutlery to use with their packed lunches and then sort their rubbish for recycling. They put their name-cards in a box, as a form of self-registration. Children learn about keeping safe and risk as they are reminded not to run indoors, as they could slip or bump and to use the spades with care, in case they accidentally hurt each other. They also learn about road safety as part of role play activities, with parents making some of the resources to support this learning. Children learn about the benefits of exercise as they cycle and climb outdoors and make paper kites to run about with. There are displays in the bathroom to remind children to wash their hands before eating and after using the toilet.

Good consideration is given to children's emotional needs when they start attending the pre-school. Staff carry out home visits, so that children can get to know their key worker within the familiarity of their homes. Information is gathered from parents regarding children's interests and care needs, which staff use to plan a welcoming environment. This promotes children's sense of security and well-being, as their individual needs are taken into account from the start. Children are well prepared for school routines and expectations, as they learn to sit and listen at story times and at group times. The high priority that staff give to promoting children's independence and self-help skills, as well as the many opportunities to explore as active learners, means that children make the move to school with confidence and ease.

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

The pre-school places a high priority on the safeguarding of the children in its care and has in place an effective range of policies and procedures. Policies are regularly reviewed to include new information and requirements, such as the use of mobile telephones within the pre-school. The manager and her deputy share the role of designated person with regard to safeguarding and this is clearly communicated to staff. As a result, any concerns regarding children's welfare are promptly communicated and acted upon. The manager ensures that staff are kept informed of the safeguarding requirements through regular briefings at staff meetings. The manager and her deputy have effective systems in place to ensure that all staff who work with children are suitable to do so. This includes a robust recruitment and vetting procedure, as well as suitability checks on all staff. Children play in a safe, secure environment, where staff complete daily safety checks and regularly

review risk assessments, in order to promote children's welfare. Children are provided with healthy snacks during the session. They bring their own lunches to pre-school and parents are given guidance on what could be included in a healthy packed lunch. As a result, children's understanding of what constitutes a healthy diet is promoted. The pre-school is taking part in a healthy eating initiative, further providing opportunities for families and children to improve their understanding of how their diet can promote health and well-being.

The manager and her deputy have responsibility for the overall monitoring of teaching and learning, with other staff members taking on responsibility for various aspects of provision, such as healthy eating and health and safety. The monitoring of teaching and learning through the following of children's interests is done well. There is a thorough induction plan in place for new staff. This ensures that new staff become quickly familiar with the pre-school's expectation and procedures and there is consistency of approach for children. Group supervision is well established for staff and the manager has introduced individual staff supervision. However, there is scope to provide staff with opportunities to identify and address their own training needs.

The manager and her deputy have established good links with outside agencies, so that children's needs are effectively supported. This includes links with the local children's centre to support provision for funded two-year-olds. There are very good partnerships with parents in place. Feedback from parents is regularly sought verbally and through questionnaires. Parents receive a collated response to their feedback and suggestions are acted upon by staff, if appropriate. They are very appreciative of the quality of care that their children receive at the pre-school. Comments on the day of inspection include 'I am really happy with the pre-school', 'my child loves it here', 'they prepare them well for school' and 'the staff are very nice and caring'.

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	EY311559
Local authority	Luton
Inspection number	848997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	56
Name of provider	Claire Terrena Byrne
Date of previous inspection	19/05/2009
Telephone number	01582 723818

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

