

St Andrew's Pre-School

134 Brookway, BLACKBURN, Lancashire, BB2 4RE

Inspection date

02/04/2014

Previous inspection date

14/10/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 have a good understanding of how to support children's learning and development through an appropriate balance of adult-planned and child-led activities. As a result, children enjoy their time at the pre-school and make good progress in their learning and development.
- Children are settled and secure because they thrive from the encouragement and support they receive. Children have formed strong bonds with their key person, who knows them well. This means that each child's needs are very well met.
- Staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy in the stimulating environment.
- Children's independence is effectively promoted at all ages, as staff have high expectations of children's abilities and encourage children to do things for themselves, such as during the routines of the day.

It is not yet outstanding because

- Information gathered from parents to assess what children can already do when they first start at the setting, is not used to best effect to have the maximum impact on tailoring activities for children.

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's play and staffs' interaction with them.
- The inspector talked with available staff and held discussions with the manager, staff and parents.
- The inspector observed children's activities throughout the visit both inside and outside.
- The inspector examined documentation including a representative sample of children's records, policies, staff suitability, risk assessments, planning documentation and training records.

Inspector

Sue Rae

Full report

Information about the setting

St. Andrew's Pre-School was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary committee. The pre-school operates from a terraced house, situated in the Livesey area of Blackburn. It serves the immediate locality and the surrounding areas. Children attend for a variety of sessions and have access to an enclosed outdoor play area. Sessions are from 9am until 12 noon, Monday to Friday, during term time only. There are currently 14 children on roll, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. There are currently three staff working directly with the children, all of whom have an appropriate early years qualification. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- make better use of children's starting points obtained from parents to tailor activities further in order to support and build on children's interests from the outset.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Staff obtain information from parents about children's starting points in learning. However, there is scope to make better use of children's starting points obtained from parents, by tailoring activities further in order to support and build on their interests. Staff have a secure knowledge of how children learn. Through individual planning and clear identification of children's next steps by staff, children make good progress considering their age and capabilities. Staff plan activities as a team, taking into consideration the children's interests. Good quality information regarding children's needs and the activities they take part in are shared with parents. Parents are actively involved in contributing to their children's development through daily discussions, newsletters, e-mails and social media which promotes continuity in children's learning and care.

All areas of the pre-school are well organised to allow children to select activities for

themselves. Inspiring displays of children's work give them a sense of being valued resulting in their confidence and self-esteem being promoted. A well-organised balance of adult- and child-led activities enables children to learn to explore, think and learn how to play together. Through social occasions, such as snack time, children develop their personal, social and emotional skills. Children enjoy the social aspect of their time at the setting, becoming independent and confident individuals. Children are able to move around freely and have access to a secure outside space. They use the large climbing equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, by moving equipment out of the way so others do not fall. Staff enable the pre-school children to regularly explore the local community. They experience the world around them as they walk to the local shop to buy the snack. They learn how to look for cars to keep themselves safe as they cross the road. Staff provide real-life experiences which encourage children to recognise that print carries meaning, for example, children enjoy writing the menu for snack time and practising their early writing skills. Children confidently identify what the weather is like outside to decide what they need to wear when they play out. They enthusiastically join in with sweeping up the sand that has fallen on the floor so other children will not slip. Staff support children's mathematical skills as they promote discussions and activities that help children think about shape, space and measuring. Children count confidently as they work out what day of the month it is. Children construct towers and design their own creations. They work together cooperatively discussing the size and shape of the blocks, balancing them carefully to build the tower high.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. At circle time, staff model descriptive language, such as 'small', 'long', 'large' and 'thin', as they ask the children to feel and think carefully what is inside the feely bag. Staff expertly question children further to fully explore their understanding of these concepts by asking 'can you think what it could be?', 'can you think of something small?'. Children then talk about the object they discover and compare their guess, for example, 'the pencil is like a long thin stick'. Staff use these interactions to form an accurate assessment of children's knowledge and understanding and then use their findings to reshape tasks and explanations, to improve and extend learning for individual children. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. Children with special educational needs and/or disabilities who need additional help are very well supported. For example, staff skilfully use pictures, props, symbols and sign language to reinforce communication skills. Staff are committed to ensuring that all children within the pre-school receive the highest standard of care and learning. For example, regular meetings are held with parents, key persons, management and any other professionals, such as speech and language therapists, to review the effectiveness of interventions that are in place. Individual education plans are arranged for children with special educational needs and/or disabilities, highlighting the specific actions that need to be put in place to support a child and how these will be achieved. Children are active and animated learners, who are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school.

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

Children are extremely happy and settled within the pre-school. They demonstrate that they feel safe and secure through their enthusiasm and excitement as they engage with the environment and actively participate in all the activities available to them. This is because children have formed strong and affectionate attachments with their key person and all staff members. Staff consistently demonstrate very caring approaches towards the children. Throughout the pre-school, there is a strong emphasis placed on children's personal, emotional and social development, subsequently, children show high levels of contentment and play cooperatively with their peers. Staff also develop good relationships with parents. They speak with them on arrival and gather information at the start of a session to ensure that the changing interests, preferences and routines of children are identified and used to inform and plan for the child's ongoing care and learning needs. This consistent approach enables children to feel safe and settle easily. Children behave exceptionally well throughout the session. This is due to the consistency in the calm and polite manner of the staff. Staff set a good example for all children in their care and demonstrate a consistent approach in their expectations regarding how children behave. This means that children show consideration towards one another, they are courteous, share resources and engage in fun play with one another. The overall atmosphere is one of calm and, as a result, the learning environment enables children to engage and focus during child-initiated and adult-led play.

Staff have high expectations of children and, as a result, they show growing independence and ability as they excitedly put on their own coats with little or no help, before going outside. They wash and dry their hands independently before snack and patiently talk to one another as they await their turn. Staff observe and intervene as and when needed to support the children in developing good hygiene knowledge and routines. Staff are skilled at enhancing the children's confidence and self-esteem by praising and complimenting them on how clever they are, reinforcing the behaviour expectations. At snack time the children are encouraged to give out plates, cups and pour their own drinks of milk or water. Children serve the snack and support the younger children to count the pieces of fruit. Children are encouraged to adopt good table manners, they are extremely polite as they wait for their turn to select their healthy snack. Staff sit with the children at snack time and they enjoy the social occasion and talk about things that interest them and what they would like to do next. Fresh water is constantly available for children to access independently throughout the day.

Children are prepared for their transitions into schools through the pre-school's developing partnerships with local schools. Information about progress and learning is shared between settings to support the children's move onto school. The pre-school makes regular visits to the local schools during the year.

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

Overall, children are fully safeguarded and welfare requirements are fully met. All staff have a clear knowledge of safeguarding and child protection issues, achieved through

attending relevant and up-to-date training. Staff confidently explain the procedure for reporting any concerns. Comprehensive policies and procedures are in place to guide all staff in ensuring that they are diligent and clear about their roles and responsibilities in ensuring children are protected. Ofsted visited the setting in September 2013 following concerns about staff recruitment. At the visit they issued a notice to improve to ensure that records of staff qualifications, identity checks and Disclosure and Barring Service checks are available for inspection. They also found that attendance records were not effectively completed and issued a notice to improve to ensure this requirement is met. At this inspection, it was found that there are effective procedures for staff recruitment, including suitability checks which are undertaken to ensure that adults working with children are suitable to do so. Documentation was made available to demonstrate the suitability of all staff. In addition, records of attendance are suitably maintained. An induction process is in place for new staff and they are closely monitored and supervised to ensure they understand their roles and responsibilities. Staff are provided with additional training opportunities to support their roles and staff hold up-to-date and relevant training to support children and keep them safe, for example, in paediatric first aid and safeguarding. Children are supervised very well through the effective deployment of the staff team and appropriate ratios of staff to children. High priority is given to ensuring children are kept safe and secure, both inside and while playing outside. Stringent risk assessments minimise hazards in all areas used by the children while they are at the pre-school. Detailed and dated risk assessments are also prepared and used to ensure that risks to children are also minimised during outings, for example, a trip to the local shop. Parents are fully informed of the outings and consent for the child to participate is requested from all parents before a child can take part. Accidents are accurately recorded and shared with parents.

The manager demonstrates a comprehensive understanding of her role in meeting the learning and development requirements of the Early Years Foundation Stage and is proactive in ensuring that children are consistently provided with rich and stimulating learning experiences that are broad and balanced across all areas of learning. The qualifications of the staff ensure that they have an accurate understanding of children's skills, abilities and progress. The special educational needs coordinator works closely with the team to ensure strategies and interventions are embedded into daily practice and used to support children throughout their daily routines and in addition, children's progress is well monitored.

The pre-school team as a whole are very enthusiastic in ensuring that every child receives enjoyable and challenging learning experiences that are tailored to meet their individual needs. The manager monitors the educational programmes and is fully committed to supporting staff in their daily practice through informal planning meetings, observations and appraisals. Ongoing self-assessment by the manager, staff and children enables the pre-school to formulate clear plans for the continual updating of policies, practices and resources. However, there is scope to improve this further by gathering the views of parents more robustly. The team are committed to identifying and sustaining improvements and have identified their own key areas for future improvement. Partnerships are well established. Communication takes place between providers and external agencies supporting individual children on a regular basis to ensure information is shared and promotes children's well-being and learning. Positive relationships with parents

ensure each child's needs are met. Parents spoken to at the time of the inspection confirm that the pre-school is continually responding to the needs of the children and their families. The manager recognises the importance of these partnerships and continually strives to find new ways to encourage parent involvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	301698
Local authority	Blackburn
Inspection number	960151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	14
Name of provider	St Andrews Pre-School (Blackburn) Committee
Date of previous inspection	14/10/2011
Telephone number	07525 270601

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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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