

# Little Friends of St Mary's

St Mary's Catholic Primary, Leamington Road, BROADWAY, WR12 7DZ

## Inspection date

Previous inspection date

03/06/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Teaching is good because staff know the children well. They observe them during their play and use the information gathered to plan interesting and varied activities across the educational programme in order to promote learning and development.
- Children's welfare and well-being is exceptionally well promoted in the setting. There is a comprehensive awareness of safeguarding issues among the staff, all of whom are suitable to fulfil the requirements of their role and have had appropriate checks carried out.
- The key person system is effective and enables children to form emotional bonds and develop a strong sense of belonging.
- Excellent partnerships with the school mean that children are extremely well supported during transition, supporting their emotional and social well-being.

### It is not yet outstanding because

- Staff occasionally miss opportunities to use effective open-ended questions to engage children in sustained conversations and enhance their range of vocabulary and critical thinking skills.
- Strategies to engage parents to be involved in their children's learning and development at home are not as highly effective.

## 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 teaching and learning activities in the setting and the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of all staff.

## Inspector

Rupinder Phullar

## Full report

### Information about the setting

Little Friends of St Mary's was registered in 2013 and is on the Early Years Register. It is situated in St Marys Roman Catholic Primary School in Broadway, Worcestershire. It operates from a porter cabin in the grounds of the school and there is an enclosed area available for outdoor play. The setting serves the local community. The setting opens Monday to Friday, during term time only. Sessions are from 8am until 5.30pm. Children attend a variety of sessions. There are currently 27 children on roll, all of whom are in the early years age group. The setting employs five members of childcare staff. All hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The setting provides funded early education for two-, and three- year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- reflect on and develop ways to strengthen the use of open-ended questions to enhance speech, language and communication and critical thinking skills for all children
- strive towards promoting even more highly successful parent partnerships, for example, by encouraging parents to participate in a more effective shared and common approach to supporting their child's learning at home.

## Inspection judgements

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

Children are warmly welcomed into this bright and stimulating setting where their individual learning and development needs are well met. This is because the staff have good knowledge and understanding of the needs of children in the Early Years Foundation Stage. The educational programmes provide a good range of interesting and challenging experiences and staff support children's learning and development in all areas. Comprehensive information is collated from parents on entry, which gives the setting a good understanding of each child's capabilities on entry. Initial observations inform the baseline assessments. Regular observations are undertaken and together with children's individual next steps in learning, inform planning. This ensures that planned activities help children to make good progress. Children's progress is tracked to enable key person to monitor their key children and plan for their individual learning and development needs. The setting is fully aware of the need to complete the progress check for children aged between two and three years and to provide parents with a written summary of their

progress against the prime areas of learning. The documentation and systems are in place to ensure this happens. This ensures any gaps in learning are targeted.

Children are encouraged to access resources and to engage a range of child-led and adult-initiated activities. The layout of the room is planned and resources are of a good quality. Children are confident and make independent choices in their play. This is because staff place toys and resources on the floor, in baskets and on low-level shelving and actively encourage children to choose what they want to play with. The quality of teaching is consistently good and sometimes excellent. Where teaching is excellent, staff incorporate active listening, clear explanations and the use of open-ended questions to support children's learning. For example, following a storytelling session involving a hungry caterpillar eating lollypops, staff engage children to explore mathematical concepts, such as counting, representing numbers using counters, using vocabulary, such as 'more than', 'one less' and questions, such as 'how many more do you think we need?' Consequently, as a result of good teaching techniques, children make good progress in their learning and are well-prepared for the next stage in their learning, such as school. Where staff are less confident, there are sometimes missed opportunities for effective use of open-ended questions to stimulate children's thoughts and engage them in sustained conversations and enhance their range of vocabulary and critical thinking skills. Children's creative development is fostered through painting, drawing and evidence of pre-writing skills, which is evident on their pictures. This develops their fine manipulative skills. Children's physical development is enhanced both indoors and outside where children engage in a variety of activities. For example, inside children dance to the rhythm of their favourite songs and move their body as they 'twist and turn'. In the outdoor area children enjoy climbing up and down, filling and pouring water in water tray and running around with their peers. Children with English as an additional language are supported well. Successful strategies are in place which ensure that their individual needs are met, such as words displayed in the setting from the children's home language. Children with special educational needs and/or disabilities are exceptionally well supported. This is because the staff make good use of advice from external agencies, such as speech and language therapy services to support children's development in this area. Consequently, children with additional needs are progressing well towards the early learning goals, given their starting points.

Staff have a good relationship with parents. They share information with the parents about the service and their children's learning through daily discussions, documentation, newsletters in various community languages, notice board and parents evening. However, staff recognise that strategies to fully promote parental involvement in their children's learning are not as highly effective. This means that not all parents are aware of how to further support their children's learning at home. Parents who contributed their views at the inspection feel welcomed in the setting and they are happy with the progress their children are making.

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

Children are forming secure attachments with staff and their peers. This is because staff are good role models and they are warm and welcoming. The key person system works

effectively to ensure all children's care and learning needs are fully identified and met. For example, key persons are allocated before a child starts and they spend time getting to know the child and parent. They discuss their development needs, interests and starting points during introductory visits. As a result, children settle quickly as a result of the care given by the key person and other members of staff. Parents are kept up-to-date with their child's progress and care needs through daily discussions and information. Parents are encouraged to record news, new learning or developing interests to enable the setting to build on children's learning at home. These are displayed on the 'wow tree'. The 'wow' moments are shared with their peers during circle time to celebrate their achievements. This supports children's emotional well-being extremely well. Children are praised when they share toys and take turns in activities by staff. They learn about taking risks as they engage in different experiences. For example, as they run around the outdoor activities negotiating their space. Children's independence is fostered very well throughout the day through every day activities; they eat their lunch and pour their own drinks with support if necessary. Further to that, children are fully supervised as cut the fruit for snack time using a knife.

Behaviour is good. Children are learning to take turns, share toys and equipment and adhere to the boundaries. Children are happy, play well together and form friendships with other children. Children are polite and are encouraged to say 'please' and 'thank you'. Staff are good role models, overseeing toileting activities and ensuring children wash their hands. Staff enhance children's awareness about keeping healthy. They talk to the children about the importance of washing hands to wash away the germs, so they do not become ill. Children learn about keeping safe as they participate in emergency fire drills. This helps them to understand what they have to do, should they need to leave the setting quickly.

Partnerships with the school are strong. Children regularly visit and take part in school activities, such as sports day. They share practices similar to the school, such as a choice of hot meals or packed lunches from home during lunch. Consequently, children develop positive attitudes and dispositions, which they need to, support them in their transition through to school.

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

The manager has an exceptionally good understanding of her responsibility to comply with the requirements of the Early Years Foundation Stage to keep children safe. All staff demonstrate an extremely clear understanding of their role in safeguarding children and the setting's safeguarding procedures. Robust recruitment procedures are in place to ensure staff are suitable to care for children. All staff hold a current first-aid certificate. Accidents are effectively recorded and parents know that they have to report accidents that occur at home and visitors are signed in and out. All of this contributes to ensuring children's safety. Risk assessments are carried out on a regular basis and staff are deployed to help keep children safe. Good security systems are in place to ensure that no unauthorised person enters the setting. For instance, entrance doors are locked and visitors are met at the door and their identity checked. Visitors are signed in and out. Daily

checks of the setting further enhance children's safety. The manager provides support, advice and guidance to all staff on an ongoing basis and ensures that safeguarding practices, such as the non-use of mobile phone in the setting by staff or visitors.

The manager leads a well-qualified and experienced staff team. They use their skills and expertise skilfully to support children's learning and development. Staff feel supported by the manager and this has helped to improve their knowledge, understanding and practice. The management team has high expectations for the setting. Self-evaluation is comprehensive and clearly outlines strengths and the areas for development. Effective supervision and appraisal systems are in place. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being. Effective systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by her deputy to maintain an overview of the quality of teaching and learning provided. Staff share any issues identified during observation, assessment and planning to make sure that tracking displays an accurate understanding of all children's skills, abilities and progress. This ensures children's needs are identified and well met through very good partnerships between the setting, parents and external agencies.

The manager and staff work very well with the school and other early years providers in their locality and effectively use advice to provide example of good practice to meet the specific needs of individual children. The management team demonstrate a strong drive to improve the setting and respond to areas identified for improvement by parents, the school head along with collecting the views of staff and children to improve practice and provision. Parents receive good information about the setting and there is a two-way approach to caring for children. At the inspection, parents spoke highly of the setting and also commented that their child was happy, did not want to leave and were eager to come back the next day.

## 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>	EY473832
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	948246
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	19
<b>Number of children on roll</b>	27
<b>Name of provider</b>	St Mary's Catholic Primary Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01386 853337

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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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