

Pre-School At St Saviours

ST SAVIOURS CHURCH AND HALL, Connaught Road, Woking, GU24 0AS

Inspection date

Previous inspection date

09/06/2014

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

- Children form bonds with their key person and are happy and very engaged in their play.
- There are good assessment systems in place. Staff plan for children's emerging interests and next steps in learning and development with confidence, to aid good progress.
- Staff work well as a team creating a secure and safe learning environment for the children.
- Partnership working shows that contributions from parents and others sharing the care of the children are valued. Parents are very positive about the care their children receive and the ways in which staff incorporate learning at home.

It is not yet outstanding because

- Large group activities do not always fully consider the needs and aptitudes of all children.
- Systems to ensure resources and labelling are inclusive, to reflect the home languages of children are not fully in place.

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 took part in a joint observation with a manager.
 - The inspector held discussions with the managers throughout the inspection.
 - The inspector held discussion with key persons and staff.
 - The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

Pre-school at St. Saviours re-registered in 2013 and operates from the premises of St Saviours Church in the village of Brookwood, near Woking, Surrey. It includes a hall, two rooms, kitchen, toilets and a secure outdoor play area. It is owned and managed by a partnership of two individuals. Children attend from the local and surrounding areas of the village. The provision is registered on the Early Years Register. The setting is in receipt of funding for the provision of free early education for children aged three to five years. It is open each weekday from 9.15am to 12.15pm, term time only. The setting supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. There are 35 children on roll. The pre-school employs six staff including two managers. Of these, four hold early years qualifications at level three. The pre-school receives support and advice 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:

- review the delivery of large group activities, to support each child's full engagement and participation by taking into consideration the needs and aptitudes of all children
- develop further resources and labelling that reflect the home languages of all children.

Inspection judgements

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

Children really enjoy their time and have fun at the setting. They run happily into the room when they arrive to greet their friends. A balance of child-led and adult-led activities are carefully planned, based on what children already know and are interested in. All seven areas of learning are covered well. Consequently children are making good progress in their learning and development. Children who learn English as an additional language make good progress in their learning and development overall. Staff have developed some good communication systems to support routines, for example, picture cards. However, positive images, experiences, resources and labelling that reflect diverse cultures to meet the individual needs of children are not embedded into practice across the nursery. Therefore, staff do not always use strategies that fully support inclusive practice and a sense of belonging by celebrating a range of cultures.

Children select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity. Their mathematical development is supported

through a range of planned and self-chosen activities. For example, children learn about numbers and counting as they sing number rhymes. Staff encourage number recognition through one-to-one support. Children explore texture and learn about volume, for example, by transporting dirt into different sized containers. Staff help children to build their language and communication skills with regular teaching about phonics, or letter sounds. Children are skilled at identifying the sounds in their names for example, and can identify significant letters. However, large group activities do not consistently reflect the individual needs of all children. This means that, sometimes, children are not able to contribute in a way which is of value to them. Children are skilled at early writing because they have good opportunities to use paint and other media in mark-making activities. They chat with each other as they play and learn new words from each other, such as 'cauldron', when talking about their fairy tale drawings.

The busy, yet calm, atmosphere within the pre-school, and partnerships staff enjoy with parents and carers ensure that children settle quickly into pre-school life. As children join the pre-school, their allocated key person guides parents through the settling-in system. This helps parents understand how their child's education programmes are organised and helps the key person to know the child's current skills and achievements. Using this information, the key person plans activities that are challenging but achievable, ensuring children remain confident and motivated. Ongoing summative assessments are reflected in each child's individual profile. Through effective monitoring, staff and parents identify gaps promptly and agree intervention plans. Professionals from other agencies who support children and families are made welcome when they come, to observe the child at play and offer advice and support to the staff.

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

The staff provide a very effective key person system. The child's key person helps them to settle in over a few visits and oversees their developmental records. Children are very familiar with all staff as they all share the main playroom, which helps children to be confident to go to any adult for help. Staff are attentive to children's needs, and they are confident to separate from their parents as a result. Staff arrange the learning environment to support children's independence. Children can choose from a wide range of activities and choose additional items to add to their play. Outdoors, children can engage with all seven areas of learning. They take part in role play, drawing and writing as well as physical play and exploring nature. For example, children use physical skills as they climb in large boxes. They then decide to flatten them to use as a drawing resource. They use large movements to draw long lines and curves and actively describe their pictures. This supports children who are active learners.

Staff teach children about healthy lifestyles. They remind children to wash their hands with soap after using the toilet and before eating. This helps children develop independent skills ready for school. Children gain a sense of responsibility as they help to clean and lay the tables before snack and lunchtime. They independently serve themselves snack and this helps children understand the importance of a healthy diet and portion sizes. Staff provide water outside and encourage children to drink when they are thirsty. Children

develop their knowledge and understanding of how to care for themselves, for example they are aware they need sun cream in hot weather. This provides the skills needed to move onto new settings and school. Children's behaviour is good. Children enjoy strong friendships and frequently invite their friends to join play or see what they have achieved. Children cooperate well, knowing, for example, that they must wait their turn for the ride on toys.

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

Leadership and management is strong. There is a robust recruitment procedure in place to ensure all new staff are suitably qualified and checked before working with children. All staff benefit from regular supervision and annual appraisals, to identify future training needs and monitor the quality of their work. Staff attend regular meetings where they discuss new initiatives and check their knowledge of existing policies and procedures. The learning and development programme is closely monitored and evaluated to ensure all areas of learning are covered well, and the individual needs of the children are met, quickly closing any gaps in progress. Assessment is timely and consistent and shared regularly with parents.

There are clear policies and procedures in place to ensure that the requirements of the Early Years Foundation Stage are met at all times. These are shared with parents, alongside information about activities and forthcoming events. Risk assessment is a continual process throughout the day and staff ensure activities and outings have been risk assessed. Staff knowledge of issues relating to safeguarding children, paediatric first aid, fire safety and food hygiene all help keep children as safe as possible. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy, if needed. They have a good knowledge of how to record and report accidents and incidents to management and parents should they occur.

All of the staff are committed and dedicated to provide good quality childcare. They support each other well as a team. The views of the staff are included in the setting's improvement plans. It is clear that all the staff are extremely proud of what they do to ensure that all children make progress and enjoy their learning experiences. This demonstrates that the nursery team have a strong commitment to driving continuous improvement. Parents state, 'The staff are friendly and approachable. They couldn't be more helpful.' This shows that there are good partnerships with parents and that staff work with them to promote a cohesive approach to children's learning. Parents are able to contribute to improvements as their views are sought annually. Partnerships with other settings are developing well. Staff regularly share information about children's next steps in learning with other settings that children attend, including nurseries and registered childminders. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make very good progress.

These systems ensure that all adults are able to contribute to children's learning and development.

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	EY470075
Local authority	Surrey
Inspection number	946939
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	35
Name of provider	Pre-School at St Saviours
Date of previous inspection	not applicable
Telephone number	07903 609172

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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