

St Georges Pre-School

St Georges Hall, Lilac Street, Lee Mount, Halifax, HX3 5BT

Inspection date

09/06/2014

Previous inspection date

02/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 management team give good attention to safeguarding children. This is because they have a good knowledge of their role and responsibility in this area, which means they can respond promptly to any concerns and keep children safe.
- The highly enthusiastic and dedicated pre-school manager is committed to continually improving the service the setting offers to children and their families. This means children are happy and make good progress.
- Planning takes into account children's interest and focuses on their next steps. As a result, children's next steps in learning are well supported and this helps them to make good progress in their learning.
- Practitioners are friendly and welcoming. This means children and parents feel at home in the pre-school and good relationships are forged between children, parents and practitioners. This ensures children's needs and emotional well-being are supported well.
- Parents are involved in their children's learning and are kept well informed of their ongoing achievements. This consistent approach makes a strong contribution to children's care, learning and development.

It is not yet outstanding because

- There is scope to maximise the use of the space outdoors to offer a greater variety of learning experiences, so that children's developmental opportunities are optimised.

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 and children at play throughout the inspection and conducted a joint observation with the pre-school manager.
- The inspector spoke with children, parents and practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the pre-school manager and nominated person.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the provider's self-evaluation.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

St Georges Pre-School was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is based within St Georges church hall in Lee Mount, Halifax. Children are cared for in one large room and have access to an enclosed outdoor area. The pre-school serves the immediate locality and also surrounding areas. It opens five days a week from 7.30am until 6pm all year round, except for Bank Holidays. Children attend for a variety of sessions. There are currently 32 children on roll in early years age range. The pre-school receives funding for the provision of free education for two-, three- and four-year-olds. It supports children who speak English as an additional language. There are six practitioners working directly with the children. Of these, three hold appropriate qualifications at level 3 and one holds Early Years Professional status. 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:

- build on the outdoor provision further to offer more experiences that provide rich opportunities for sustained, engaged play and exploration for all children.

Inspection judgements

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

The pre-school is a friendly and welcoming setting. Practitioners have a detailed knowledge of the Early Years Foundation Stage and this means they can provide children with a wide choice of activities that capture their interest and encourage their learning. There is a balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. For example, children are excited by the shininess of the resources they are given to explore, so practitioners add glitter to the water tray to ignite their interest further. This means that children's individual interests are well met. Practitioners regularly complete well-written observations on the children, which are entered into their profiles. Next steps in learning are clearly identified and used to plan activities which extend children's learning further. For example, children competently catch large balls thrown to them. To develop their coordination skills further, the practitioners provide children with smaller balls and different resources to throw and catch. Consequently, teaching is good. Practitioners have an appropriate knowledge of how to complete the progress check for children between the ages of two and three years and the need to share this with parents. Children's progress is effectively monitored to ensure they are making progress as practitioners complete regular summative assessments for each of their key children. Through these strategies, any gaps in learning are quickly identified and supported. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals. Children

who speak English as an additional language are effectively supported in developing their understanding of English by practitioners who skilfully use props and sign language to help them understand spoken language. Practitioners who speak more than one language help them to make associations between English and their home language, and as a result, they make good progress in the development of communication skills.

The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of children. Practitioners engage well with children, getting down to their level to talk and play with them. They support younger children's acquisition of language effectively by repeating and rephrasing words and sentences. Older children's thinking is challenged when they are asked to consider where the strawberries grow. As a result, children develop their communication and language skills. Children have access to a wide range of appropriate books, which are arranged in a comfortable cosy area. They listen carefully to stories read, and answer questions appropriately to the story they have just heard. For example, children enthusiastically join in with repeating refrains when they listen to familiar stories read by the practitioners. As a result, they develop their love of stories and books. Children's mathematical skills are supported well. For example, practitioners encourage children to count how many children are going outside to play and how many times the church clock strikes. Children actively join in with songs and rhymes and play games which encourage them to look at different shapes. Consequently, children's mathematical skills are supported well. Practitioners skilfully support children to develop their early literacy skills. They provide a range of equipment for children to make marks, and assist children's early phonic skills by sounding out words they are writing. Overall, children are making good progress in the pre-school and are developing the skills they need for their future learning and the eventual move on to school.

Practitioners understand their role in ensuring that every child's learning and care is tailored to meet their individual needs, and to seek to engage and support parents in guiding their child's development at home. For example, home play activity guidance is distributed to parents on a regular basis. Parents contribute to their children's starting points by completing information about their interests. They contribute to profiles by sharing learning from home. They feel welcome in the pre-school and know who their child's key person is. Key persons regularly discuss with parents their children's progress. As a result, there is a strong partnership with parents, which makes an effective contribution to meeting children's needs.

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

Practitioners are friendly and caring and each child has an assigned key person who is responsible for ensuring children's needs are well met. This means that children are happy, confident and secure. The key person also develops strong supportive relationships with their key child's family. This helps children to develop a strong sense of belonging. The flexible induction procedures ensure children settle well. These allow children to have as many visits as they and their parents need, to ensure they feel comfortable and confident in the pre-school. Practitioners have established relationships with early years staff in the school and support children to move effectively by sharing information about

the child. This means that children are confident and well prepared when they move on to the next stage in their learning.

Practitioners manage behaviour well. For example, children are reminded to be careful when playing boisterously and not to shout when they are indoors. A positive behaviour chart and reward system further supports good behaviour. As a result, children are aware of the boundaries set and the behavioural expectations of the pre-school. Practitioners remind children to take care not to slip when water has been spilt and to hold onto the handrail when climbing the steps to look outside. Children learn to take risks as they run down the slope leading to the outside area. As a result, children are developing their understanding of keeping themselves safe. Indoors, children have access to a range of age-appropriate resources and materials to support their development. Resources are clearly labelled and easily accessible. This supports children's independent learning.

There are opportunities for children to develop their understanding of a healthy lifestyle and importance of fresh air and exercise. Children are provided with healthy snacks and the practitioner talks about foods which are good for them. As a result, children gain a good understanding of a healthy diet. Children access the outdoors daily. They are provided with some equipment to develop gross motor and coordination skills, including tricycles and balls. This means that they develop physical skills while learning how exercise supports their overall health and well-being. However, there is scope to develop the space and resources for outdoors to offer a greater variety of learning experiences, so that children's developmental opportunities are enhanced. A strong emphasis is put on children's independence and self-care skills. They are encouraged to put on and take off their own coats and shoes before and after outside play, use the bathroom independently and wash their hands before snack. They pour their own drinks and make decisions about which snack they would like. Consequently, children make independent choices and decisions and are competent at managing their personal needs relative to their age.

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

Safeguarding is good because the management team have a clear understanding of safeguarding procedures. There is a well-written safeguarding policy. This includes the use of mobile phones and cameras, and the procedure to follow if an allegation is made against a practitioner. Practitioners confidently talk about early signs of possible emotional and physical abuse. There are clear procedures and documentation to record any concerns, and a register containing all practitioners' Disclosure and Barring Service reference numbers. This means that children's welfare is promoted well. There are good risk assessment procedures both inside and outdoors. Daily checks identify any potential hazards as they are found and practitioners effectively take action to remove them. Fire alarms are tested regularly, and there is a record of fire evacuation procedures. First-aid requirements are met, and practitioners have up-to-date paediatric first-aid training. Documentation is well kept, such as the accident records and the administration of medicine records. As a result, children's welfare and safety are promoted well.

The highly enthusiastic and dedicated pre-school manager has a very good understanding

of her responsibility to ensure requirements of the Early Years Foundation Stage are met. Planning and assessment systems are monitored effectively. She uses practitioner and child observations to monitor the quality of the provision. Children's progress is monitored through summative assessments. Consequently, any gaps in learning are quickly identified so that appropriate interventions are sought and gaps are closing. Policies are clear and are in line with published guidance. Practitioners are kept informed of any policy changes as they are discussed at regular practitioner meetings. There is an effective induction procedure which supports practitioners to understand their role and responsibilities. Practitioners are supported well through a programme of continual professional development. This is established through regular supervisions and annual appraisals. As a result, there are effective systems in place to monitor the quality of teaching.

Partnerships with parents, external agencies and other providers are good. Parents feel welcome in the pre-school and feel their children are making good progress. This makes a positive contribution to meeting children's needs. Reception teachers from local schools are invited to visit the pre-school and have meetings with the manager. This helps ensure that teachers are well prepared to support children effectively when they start school. The management team are reflective and passionate about their work. Consequently, they identify strengths and areas for improvement, enabling the pre-school to make improvements which benefit the children over time. Parents contribute to this process through informal discussions and a 'wishing well' where they can place any ideas or concerns they may have.

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	EY376612
Local authority	Calderdale
Inspection number	878729
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	32
Name of provider	The Calderdale Community Childcare Company Ltd
Date of previous inspection	02/03/2009
Telephone number	07903 859595

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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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