

Little Saints of St Werburgh Pre-School

Village Hall, Pottery Road, Hoo, Rochester Kent, ME3 9BS

Inspection date	19/05/2014
Previous inspection date	07/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are skilled at extending children's learning and interact positively with them as they play.
- Children's independence is very well-promoted and they are developing good social skills. This means that they are well prepared for their transfer into full-time school.
- Children are happy and enjoy their time at pre-school. They are supported by caring staff who promote their emotional well being successfully. This results in children feeling safe and secure.
- The environment is rich with discussion. Children are developing their understanding and language skills by participating in lots of conversations and learning new and interesting words.

It is not yet outstanding because

- The pre-school's policy for sun protection is not well established to maintain children's good health at all times.
- The pre-school does not always work with others caring for children in the early years age range to promote a joined up approach to learning and care.

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 activities indoors and in the outside areas.
- The inspector had discussions with staff, parents and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

Little Saints of St Werburgh Pre-School opened in 2007 and operates from one main hall and a side area within the village hall in Hoo in Rochester, Kent. Children have access to enclosed outdoor play areas. The pre-school is accessible, but two steps lead to an additional play and snack area. The pre-school is open each weekday from 9am to 12noon, term time only.

The pre-school is registered on the Early Years Register. There are currently 41 children on roll, all of whom are in the early years age range, some in part-time places. Children mainly attend from local areas and some from the wider community. The pre-school currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are seven members of staff, six of these hold appropriate early years qualifications to at least National Vocational Qualification level 2. The setting receives funding for the provision of free early education for children aged three and four years old.

What the setting needs to do to improve further

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

- improve children's good health particularly when they are exposed to sun when outside the setting
- build on partnerships with others that are caring for children to promote a joined up approach to children's learning and care.

Inspection judgements

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

Children choose from a range of toys and resources that are well organised and support children's play and learning in all developmental areas. Other toys and resources are easily accessible, further supporting children to make choices and develop their independence, and to mix and match resources in their play. For example, children help themselves to writing equipment and use it in role-play areas and the garden, to develop themes of play. Children are confident and happy at pre-school. They are polite and demonstrate that they can take turns and share, due to the positive input they receive from staff. They show very high levels of concentration at activities and take pride in their achievements. Adults offer much praise, building on children's self-esteem and confidence levels. Children develop good listening and understanding skills as staff give clear guidance and

explanations. They involve children in much conversation, encouraging them to talk through activities. Staff use questioning skilfully to build on children's learning, and introduce new and interesting words to children as they play. Children are encouraged to find their names to self-register in a way that reflects this activity in the local school. This helps them to prepare for their future learning. Children enjoy and benefit from looking at books both in and outdoors and sharing stories with others. They choose favourite activities such as those using sand and water and staff are particularly skilled at supporting children's learning as they explore materials. For example, staff encourage all children to solve problems as they work out how to move water through tubes and use mathematical language to think about volume, position and quantity.

Children are able and competent users of the climbing equipment in the adjacent playground. Staff stand alongside equipment to ensure that children are safe, while supporting them to climb and use equipment to its full potential. Children help themselves to tools and pencils as they play, developing their writing and pre-writing skills with support and encouragement. Children create individual artwork which they are encouraged to share with their families, taking pride in what they make. They explore the sounds that musical instruments make, listening with interest to what they hear. Children particularly enjoy imaginative play and staff ensure that toys and resources are interesting and reflect current events in children's lives. For example, children care for baby dolls in preparation for when they are siblings and pretend to work in an office like their family members. Children learn about their bodies, using their senses to help them put into words what they are feeling, seeing, tasting and touching.

Children settle well when they first join the pre-school because there is a well established key worker system where adults get to know individual children well. Regular observations help key persons to assess children's learning and to plan for individual development by building on their interests and ability. Although children have key persons, staff ensure that everyone is aware of children's next steps in learning, so that they are able to support and aid developmental progress. Children are involved in the planning process, making suggestions when they come together at the end of day, discussing what they have been enjoying and what they would like to explore further. Staff are skilled at knowing when to stand back and let children lead their own play. They give children the space to explore and be active learners, but also give input that helps children to be creative and to think critically. Staff are quick to step in and support children when they require it, modelling how to get the best from toys. For example, when stencilling, an adult discusses with a child how the crayon can be used to best effect to achieve their desired outcome. Children are making good progress because of staff involvement in their play in a rich and supportive environment.

Children view their individual books about their learning story which are easily accessible in the book area. They contain photographs of children engaged in activities and are taken home regularly so that parents and carers can share in their children's time at pre-school. Parents and carers are encouraged to add to the books and share things of interest. Key persons also share children's developmental progress with parents and carers verbally and work together to help children reach developmental targets. Parents and carers report that they are well informed about their children's progress. They feel involved in their child's time at pre-school. However, there are some missed opportunities for key persons to

share in the learning that children acquire at other early years settings they attend, to build further on this development. When children require further support the setting works closely with parents and other professionals to ensure that children are receiving the specific support that they need to make developmental progress. Any concerns are shared with parents and carers and help sought to support children.

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

Children feel safe and secure at the pre-school. They are happy and have formed strong relationships with their key persons and other members of staff. This is because adults work closely with parents and carers to ensure that children's physical and emotional needs are met. Staff give priority to making sure that children's emotional well-being is well met. Children know that they can turn to adults for support and comfort when they require it, and settle well, as staff know their needs and how to meet them. As staff know children so well they understand why they might be upset, easing any concerns by being kind and caring. Children are given clear guidance about behaviour and why, for example, running indoors is unsafe. This helps them to take charge of their own safety and to think about the safety of others. When playing on large apparatus staff encourage children to undertake sensible risks, praising their achievements.

Children make choices about whether to play in or outdoors. As playing outside is very popular staff make sure that children are able to participate in activities that promote all round development, and that are an extension of the indoor learning environment. Children are keen to participate in physical activity, requesting that they visit the playground where there are climbing apparatus. Physical play is planned each week and staff ensure that all children are given the opportunity and encouragement to participate. This helps them to understand the importance of maintaining physical exercise and a healthy lifestyle. Drinks are available throughout the session and children understand why and when they may be thirsty, requesting drinks after outside play. Adults explain to children why it is not a good idea to play in the midday sun, building on their knowledge and understanding of looking after themselves. However, there is inconsistency in how staff ensure children are protected from the sun when playing outside, for example by wearing hats. Snacks are healthy and nutritious and children make choices about when and what they eat. Children demonstrate increasing independence at snack time, serving themselves, pouring drinks and clearing up afterwards. They are encouraged to be independent and to take charge of their own well-being. The pre-school staff have a strong relationship with the local school staff and take advice about how to prepare children for the next steps in their learning. Teachers visit the pre-school and key persons take children to visit the school. This helps to ease the transition from pre-school to formal education and means children are emotionally well-prepared for the next steps in their learning.

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

Managers demonstrate a good knowledge and understanding of the welfare and safeguarding and learning and development requirements. Children play in a safe and secure environment, underpinned by thorough and robust risk assessments, which allow staff to identify and address any hazards. This inspection took place in response to concerns regarding the security of the premises. The inspection was also prompted by concerns about meeting children's individual needs sensitively and working with other agencies. As a result, staff have recently reviewed and adapted procedures for when children arrive to ensure that children are secure during this time. A member of staff stands at the outer door and parents are aware that if they need to talk to a member of staff to do so inside, so that the member on the door can continue to keep children safe. The door to the outside play area is also kept closed until all children have arrived. A register is kept of children's arrival and departure and regular head counts ensure children are always within sight or hearing. Staff participate in safeguarding training and have good knowledge and understanding of the procedures to follow should they have any concerns about a child in their care. Staff give high priority to children's safety and wellbeing and take their roles in child protection very seriously. The manager has ensured that there are ample staff to meet all children's needs and to give them individual and group attention. Policies are informative and easily accessible to ensure that everyone connected to the setting is fully aware of its procedures.

All staff are involved in monitoring the setting's strengths and weaknesses and everyone's views and opinions are valued. Staff evaluate different learning areas in the setting, analysing what works well and where improvements can be made. They consult parents to make sure they are fully involved in this aim. For example, parents and carers asked that important information such as reminders about putting sun lotion on their children are sent via text messages, as they worry that they may miss posters on the wall. The manager now does this, helping to keep parents and carers informed. In addition, staff have made arrangements to enable them to talk to parents privately and in confidence. At regular staff meetings staff discuss their individual strengths and areas for improvement, taking action to improve their knowledge and outcomes for children. Key persons also listen to children who tell them about what they enjoy doing at pre-school, and make requests for activities.

Staff monitor children's progress in their learning through careful observation and assessment that allows them to identify any gaps in children's learning, and adapt their practice accordingly. The manager undertakes regular staff appraisals and instigates targeted training for staff to ensure their practice is up to date. Staff share good practice with the team and liaise with other early years professionals to further support their good standards. Parents and carers respond that they are very happy with their choice of childcare. They say that they feel very welcome and are well informed and that this allows them to share in their child's important time at pre-school.

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	EY366199
Local authority	Medway Towns
Inspection number	974787
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	41
Name of provider	Teresa Jane Gissing
Date of previous inspection	07/09/2012
Telephone number	07761 960 799

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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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