

St Francis Pre-School

St. Francis Church, Ravenswood Avenue, WEST WICKHAM, Kent, BR4 0PW

Inspection date

Previous inspection date

03/07/2014

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

- Staff know the children well. They make clear observations of children's play activities so they can effectively plan for their learning and development.
- Staff support the children's independence skills as they encourage them to gain any new skills alone and staff reward the children with praise and stickers.
- Children are fully engaged at circle time, as they participate in many activities together which supports their social skills.
- Staff have positive relationships with parents as they are welcomed into the pre-school. The parents are kept well informed about children's routines and activities on a daily basis.

It is not yet outstanding because

- Staff do not always provide a wide range of resources to support children's interest and enjoyment of role play.

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 sampled a range of documentation, including safeguarding policies and procedures.
- The inspector completed a joint observation with the pre-school manager.
- The inspector took account of the views of parents spoke to during the inspection.
- The inspector looked at samples of children's learning journeys.
- The inspector observed the children play inside and outside the pre-school.

Inspector

Maria Powell

Full report

Information about the setting

St Francis Preschool registered in 2013 and is a privately owned setting. The preschool operates from a church hall in a residential road in West Wickham, within the London Borough of Bromley. An enclosed garden is available for outdoor play. The nursery is open from 9am to 12pm each weekday. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 14 children attending in the early years age range. The pre-school supports children with special educational needs and/or disabilities. There are 3 staff currently working at the pre-school and they all have a relevant childcare qualifications. The manager holds a level 6 qualification.

What the setting needs to do to improve further

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

- strengthen children's role play experiences, so that they have more opportunities to use real objects and materials, and learn to write for different reasons.

Inspection judgements

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

Children are making good progress from their starting points. Staff gather information from parents when children start through discussions. They use this information well to plan activities, which are linked to children's interests or the themes of the pre-school during that month. Therefore, all children are effectively challenged and benefit from well-planned and enjoyable activities. The opportunities the staff provide for the children supports their individual needs and helps them to make good progress in relation to their starting points.

Staff use daily routines such as circle time to help teach children social and turn taking skills. Staff and children sing songs about the days of the week and encourage children to think about what the weather is like. The children look outside and describe the weather as being 'sunny'. Staff supply children with visual cards with words and pictures to place on the calendar. As a result children are learning to take turns in their morning circle time. During circle time they use puppets to talk to promote children's language skills. Staff make good use of the theme to engage children in conversations about animals and in particular bears Children enthusiastically point to the pictures and tell staff that 'that is a snowy bear' or 'that is daddy bear and baby bear'. This is further extended through role play, which is set up to represent the children's story of Goldilocks and the three bears. This helps to develop children's speaking listening skills as staff encourage children to listen to each other when they are talking and to respect each other's answers.

Staff actively talk to children as they play in the construction area. Children use the construction blocks to build a wall for the toy animals. Staff role model positional language to describe where the animals are being placed. 'Is that behind the wall or in front of the wall?' Children will respond where they think the animals are placed. Children also identify the colours of the animals. Staff support children with their counting skills as they count the animals together, as well as asking questions like 'how many will there be if add one more?' The children then count the animals in the box, by adding one more to their collection. As a result of this children are developing their mathematical skills as they count or use positional language when they place the animals in the construction blocks.

Staff support children's literacy development as there are letters displayed, which helps children to begin to recognise letters of the alphabet and make connections as to what letters are in their own names. Therefore, children enjoy developing their early writing skills, making meaningful marks on paper as they begin to write letters within their name.

Children enjoy playing in the role play, which staff have linked to the theme of Goldilocks and the three bears. A range of good resources helps to extend children's imagination during their play. Staff ask the children 'what do you need to go into our bowl?' Children instantly say 'porridge'. However, even though staff provide children with natural and real resources, these are not readily available for children at all times. Therefore, staff are missing opportunities to extend children's interests and imaginations further. In addition, staff have overlooked opportunities for children to develop their early writing skills, as there is no paper or mark making resources provided. This means that children move to other areas of the pre-school to access resources to support their

Staff support children well as they manipulate and shape the play dough. Children use the rolling pins and dough cutters to make shapes in the dough. Staff model mathematical language as they use size language, by describing shapes and sizes. Staff also provide children with various other problem solving activities, such as puzzles and painting resources which also link to shapes and sizes.

Staff give children the opportunity to listen to music being played. Children listen attentively to the instructions given on the compact disc as they follow the instructions and place the beans bags in a particular space. Staff extend this, by encouraging the children to participate in circle games, such as 'stir up the porridge'. Staff and children dance and sing together enthusiastically to the music. As a result of this children are developing their physical skills, as well as enjoying singing familiar songs and rhymes.

Staff give children the opportunity to explore with the 'special box'. Staff give children the opportunity to touch the objects from the box. Children will explain to the staff what each object is, and what they think it is used for. The staff encourage the children to take turns holding the objects as they use their language to describe each one. This supports children's with their communication and language skills.

The pre-school staff are extremely welcoming and greet families with enthusiasm as children arrive for their sessions. Each child has an assigned key-person which the parents are made aware of during the children's settling in session. All staff know the children well and are responsive to their individual needs. As a result of this children have formed good bonds with all staff.

Children enjoy tasty snacks, such as cheese and grapes with a choice of water or milk. This is a sociable time where staff and children sit and talk together. Staff have a signal called 'stopping hands', which they use to help children learn how to keep themselves safe during daily routines, such as tidy up time. Children benefit from fresh air as they exercise in the garden on a daily basis. The children move along skilfully as they judge the space around them whilst running. This helps to support children's good health and provides daily opportunities for physical exercise through play.

The staff work closely together and are good role models for the children. Staff support children well with their behaviour as they teach them to be respectful of each other and the feelings of others. Staff make good use of their visual timetable with pictures of the routines to prepare children for the next activity. Consequently, children behave well and play collaboratively together.

Children are supported well when they arrive at nursery as they are encouraged to be independent when they hang up their own coats and books on their hooks provided. Children then look for their own name cards and sign themselves into their register. Staff praise children in succeeding in finding their own names and hanging their coats. As a result, children are developing their own self-care needs and they are supported by the staff well. This helps children to be ready for the next steps in their learning and development.

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

The manager understands her roles and responsibilities in meeting the legal requirements for safeguarding and welfare. Staff have good knowledge of the safeguarding procedures they need to follow if they have any concerns about any children in their care. They know who they would report these concerns to and the need for sharing any information with the relevant professionals.

There are good procedures in place for recruiting new staff. The manager carries out suitability checks through the Disclosure and Barring Service to ensure that all staff are suitable to be working with children. There is an induction procedure, which helps to familiarise new staff with the pre-schools policies and procedures. Ongoing supervisions and appraisals provide opportunities for staff to discuss any concerns they may have about children in their care. In addition, these sessions also enable staff to request any additional training, which will support their professional development. Furthermore, when convenient, the whole staff team are also sent on regular training for their own

professional development.

Risk assessments and daily checks work effectively to help keep the environment safe. The manager is well organised and has all the relevant paperwork, including children's registration rooms and records of attendance in place. The parents are made aware of the pre-schools policies and procedures when they join. There is also a parent's information board so parents are made aware of any information on a daily basis. The staff provide daily verbal feedback to the parents, which means that they are well informed about their children's time at the pre-school. Parents discuss that the staff are friendly and they look after the children well.

The pre-school manager monitors the children's progress to ensure that staff are correctly identifying children's stages of learning and development. This helps to support children to make consistent progress in relation to their starting points. The management team work closely with the Local Early Years advisors for guidance. They are also striving to improve their practice as they have clear plans in place about which areas need improvement and other resources they will need to support children's learning and development. The management team also gather questionnaires from parents in so they also have input to the pre-schools improvements. This helps to devise action plans which take into account the views of the staff, parents and children and support the continuous drive for improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	EY462615
Local authority	Bromley
Inspection number	940300
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	14
Name of provider	Gillian Margaret Smith
Date of previous inspection	not applicable
Telephone number	02083253435

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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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