

# St Lawrence Playgroup & Pre-school

St. Lawrence Playgroup and Pre-school, St. Lawrence Church Hall,, Church Street, ALTON. Hampshire, GU34 2BW

<b>Inspection date</b>	23/09/2014
Previous inspection date	20/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children behave well and make positive relationships with staff and their friends.
- Children play in a safe, comfortable environment and enjoy the freedom they have to make choices about their play.
- Feedback from parents indicates that they value the service they receive from the pre-school. They state that staff are supportive, welcoming and helpful and that their children enjoy attending.
- The leadership and management team are proactive in striving to make ongoing improvements to the service they offer.

### It is not yet good because

- Arrangements to observe and assess children's progress are not precise enough to help staff ensure that they are always providing suitably challenging activities.
- Inconsistencies in the quality of teaching mean that staff do not consistently build on children's interest to extend their learning during activities.
- The presentation of creative resources does not inspire children to explore art and craft activities in their free 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 toured the premises and reviewed the resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager and read the self evaluation.
- The inspector discussed the nursery with four parents.
- The inspector observed and discussed an activity with the manager.

## Inspector

Lynne Lewington

## Full report

### Information about the setting

St Lawrence Playgroup and Pre-school opened in 1974. It is managed by a committee and serves the local area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 17 children on roll. The pre-school receives funding for the provision of free early education for children aged three and four. It is open Monday to Friday during school term time from 9am to 12 noon. The pre-school provides support for children with special educational needs and/or disabilities and those who learn English as an additional language.

The pre-school operates from a church hall and has access to the main hall, kitchen and toilets. For outdoor play there is a small area with temporary fencing and the church grounds are used for group activities. The pre-school employs four staff, all of whom hold appropriate early years qualifications.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve monitoring to ensure that planning and assessment are consistent, precise and display an accurate understanding of all children's skills, abilities and progress

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

- develop consistency in the support to build on children's interest to extend their learning during activities, for example by showing them how certain resources can be used and asking questions to encouraging them to think
- increase the encouragement for children to express themselves creatively in their free play.

## Inspection judgements

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

Staff provide a broad range of resources aimed at promoting all areas of children's learning and development. These are freely available for children to select independently and they enjoy choosing what they want to play with. However, staff do not always model how to use resources to fully support children to learn through experimentation

and discovery. For example, children explore resources such as sand and pasta using scoops and different containers. This helps to develop their awareness of quantity. However, staff do not build on children's interest in this activity to extend mathematical understanding further. For example, staff set out weighing scales close to the pasta tray but these remain untouched because children have not seen them used. Staff are also inconsistent in the use of questioning to extend children's thinking during activities. Occasionally some staff ask questions, such as 'how can we?' and 'what will happen if?' This encourages children to consider, process information and solve problems. As a result, some children demonstrate their emerging skills to think and plan in their activities. For example, a child carefully selects items and cuts lengths of wool at the creative table to make a collage picture. However, staff do not ask any questions to explore or expand the child's ideas. In addition, the creative trolley where children select resources is poorly presented and poorly maintained. This means that few children choose to take part in craft activities in their free play.

Staff organise each session to ensure children can play freely with toys and can also choose to take part in a variety of planned activities. Although the majority of children enjoy the planned activities, staff do not adapt them sufficiently to ensure that all children are suitably challenged. For example, children enjoy a game of 'what is in the box?' and chant a familiar rhyme. They begin to develop an awareness of the sounds words start with as various items are revealed from the box. However, staff do not increase the challenge to reflect the abilities of the older or more able children and so they lose interest.

Staff provide children with easy access to chalk in the garden and indoors. This enables them to practice the movements they will need to be able to write. Labelling on the toy boxes encourages awareness of the written word. Children also begin to see their names in writing on their coat pegs and baskets. Staff provide a variety of books, both fiction and non-fiction, for children to explore. These are stored at low level in small boxes in various areas of the nursery. A daily story, read by staff, provides an opportunity for children to listen and talk about what they can see in the pictures.

Children's physical skills develop well as they enjoy using the low level climbing frame, riding on the wheeled toys and digging in the sand. They also develop their coordination as they line up the trains and cars, use tools in the dough and draw and write with chalk. There are positive images of diversity displayed in the pre-school. This helps children to recognise differences and similarities in relation to friends or family.

Staff are working to improve their abilities to observe and monitor children's developmental progress as current arrangements are not fully effective. Staff do not always use observation of children effectively to identify their individual learning needs. As a result, while children are generally making adequate progress, some children are not fully challenged in all areas. Staff gather useful information from parents when children join the nursery. This includes their interests and any languages they hear and speak at home. Staff help children to understand how their children are learning by sharing information about the Early Years Foundation Stage in newsletters and displays.

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

Most children appear confident and secure in the pre-school. They form positive relationships with staff, enhancing their sense of security. Parents are aware of children's key person and know that they are responsible for monitoring their child's ongoing developmental progress. Staff are happy, calm and caring towards the children and each other. They model good manners, which encourages children to behave well.

Staff have an appropriate understanding of how to keep children safe. The premises are secure and staff supervise children well. Staff encourage children to develop their awareness of safe behaviours through gentle reminders. For example, they encourage them to use the wheeled toys with care, to walk indoors and to consider others as they use the climbing frame. Children regularly take part in fire drills to help them learn what to do in case of an emergency. Staff make good use of space and resources both inside and outdoors. They take children to play outside every day, ensuring they have opportunities for fresh air and activities in natural light. Children help to tidy away their toys and the resources. This encourages them to look after the environment, toys and equipment

Many children enjoy the small bottle of milk they are offered at the start of the session. Later they enjoy a sociable snack time as they eat food provided by their parents. Staff encourage parents to send healthy snacks and take time to talk to the children about what they are eating. Staff also remind children to drink water throughout the session. Staff support children to develop their personal care skills. For example, they patiently teach them to be independent in their toileting, hand washing and nose wiping.

Staff understand the importance of helping children prepare for changes in their lives. For example, when children are getting ready to move on to school staff talk to them about what to expect. The support staff offer to promote children's independence and self-esteem helps to build their self confidence

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

The leadership and management team are clearly improving many aspects of their service, having sought and accepted help from various appropriate sources. They have made improvements to the environment, making it more welcoming, brighter and attractive. They have also made cosy areas to encourage communication and play. They now use the outdoor area in all weathers and have reviewed their system for observing and planning. However, systems to monitor the assessment of individual learning for each child are still developing. Currently they are not robust, consistent and precise enough to accurately identify where children need more challenge to reach their full potential. For example, some children have little recorded in their journals even though they have attended for a lengthy period of time. This indicates that managers do not routinely review the records to ensure every staff member is effectively monitoring progress. It also means that if the key person is not available other staff do not have access to all information about the child. Improvements to the system for planning are also still developing but are beginning to

have a positive impact. Staff now take more account of children's current interests and reflect these in the activities they offer.

Staff have undertaken child protection training and are knowledgeable about the action to take if concerns arise about the welfare of any child. Information is displayed to remind staff, and inform parents, of safeguarding procedures. The provider follows safe recruitment and vetting procedures, to ensure the suitability of all staff working with children. These include obtaining information about employment history, qualifications and completing suitability checks.

The committee, manager and deputy are committed to developing the pre-school and want to improve. They undertake self-evaluation which takes into account the views of staff and parents. They also use observations of children's enjoyment during different activities to determine the strengths of the pre-school and areas for further development.

Partnerships with parents are strong. Parents speak highly of the nursery, praising the relationships they have with staff and the progress their children make. They say it is a fun environment where children enjoy their play. Parents feel that staff value the information they share about their child's development and are welcoming and supportive. For example, parents appreciate the help, advice and encouragement staff offer regarding toilet training. Staff also provide resources to extend children's learning at home, such as displaying rhymes to support language development. An informative folder is available with a range of information for parents about various aspects of childcare and safeguarding information.

The pre-school maintains positive relationships with local schools that children move onto and services such as those offered by the children centre. They work in partnership with other specialist services where required to help children and appreciate the continued advice and support from the local authority and children centre staff.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	109848
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	816970
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of provider</b>	St Lawrence Pre School Committee
<b>Date of previous inspection</b>	20/06/2011
<b>Telephone number</b>	01420 82442

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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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