

St Bartholomew's Pre-School

Grimley & Holt C of E Primary School, Grimley, WORCESTER, WR2 6LU

Inspection date

13/11/2014

Previous inspection date

24/05/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 have access to a wide range of toys and equipment which supports their interests. As a result, children make adequate progress in the seven areas of learning.
- Staff encourage parents to share information about children's progress and to support their learning at home.
- The management and staff have a clear understanding of procedures for reporting any safeguarding concerns relating to the protection of children.
- The management and staff team demonstrate a commitment to secure future improvement for the pre-school and aspire to enhance provision for children who attend.

It is not yet good because

- Ofsted have not been notified about recent changes to committee members and the nominated person. This is a breach of the legal requirements of the Early Years Foundation Stage and the Childcare Register.
- Assessment of children's learning and development is not used with full effect by staff to plan challenging next steps in learning and ensure that all children make best progress.
- Links with other early years settings that children attend are not well established to enable staff to engage in worthwhile mutual support and information sharing.

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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with committee members, the manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

St Bartholomew's Pre-School was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Grimley & Holt Primary School in Worcester, and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3, including one with Qualified Teacher Status. The pre-school opens Monday to Friday term time only. Sessions are from 8.30am until 2.50pm. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- use information gained from observations and assessments of children's learning to identify and plan for the next steps in learning for each child, so that they make as much progress as possible.

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

- establish effective links with other early years providers, and the other settings that children attend to engage in mutual support and the sharing of information.

Inspection judgements

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

Children make acceptable progress in their learning and development as staff provide a suitable range of activities and resources that support their interests. Staff observe and assess where children are in their learning and development. However, these observations and assessments are not used enough to ensure that the next steps in children's learning are consistently identified, to ensure that all children make better than satisfactory progress. However, the pre-school does ensure that the progress check for children aged between two and three years is carried out to identify strengths and weaknesses in development and this is shared with parents and carers.

Staff regularly read stories to children, which helps support their language development. Staff and children chat happily throughout the day and staff engage in meaningful

conversations with them. This promotes children's confidence and self-esteem, skills which will help them make progress in other areas of learning. Children's physical development is supported well as the playground is a regular feature of children's play and learning. They enjoy kicking and throwing balls, as well as rolling hoops around the playground. Staff engage well in children's chosen play activities, supporting them by ensuring adequate equipment is available for all to use.

Children's move between the pre-school and local school is well managed. Children regularly visit the host school and take part in activities with the older children. Consequently, children gain the necessary skills to support their readiness for the next stage in their learning. Staff talk to parents when children start at the pre-school to establish what children already know. They find out their interests, likes and dislikes. All of this enables staff to quickly get to know the children, which helps children settle into their new environment as staff offer appropriate activities that interest and engage children. For example, staff support a new child who shows signs of being upset on arrival very well, they respond appropriately and share favourite stories while they settle.

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

Staff provide a welcoming environment in which children feel safe and secure. Staff warmly welcome children on arrival and children are comfortable in the pre-school as they follow familiar routines such as hanging their coat on their peg and putting their packed lunch in the fridge. The pre-school has a key-person system, which helps children to form secure attachments. Staff get to know children and their families well. This is done through documents, discussion and flexible settling in sessions. Parents and family members are also invited to attend various stay and play sessions. All of which ensure that children settle quickly into pre-school.

Children's health is adequately supported as the pre-school follow good hygiene procedures. Children and staff wash hands at appropriate times throughout the day and children are reminded of the importance of catching their sneezes, which helps prevent cross infection. Children have plenty of opportunities to be physically active and benefit from daily fresh air. Fresh drinking water is available for the children to access independently to ensure that children do not become thirsty. Staff provide parents with information about healthy packed lunches and staff talk to children about healthy food choices. As a result, children are beginning to learn the importance of healthy lifestyles. Children learn to become independent as they take care of their own self-care needs, while those in nappies are taken care of effectively. The staff are good role models and use consistent strategies and appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children receive gentle reminders to play nicely with the toys and share and take turns. As a result, most children behave well and play together building friendships with other children. Staff praise children for their achievements and this helps to boost their confidence and self-esteem. Children learn to keep themselves safe as staff support them to take managed risks, such as learning to use child-sized scissors.

Children are emotionally well-prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Parents are involved in the process and are encouraged to discuss their concerns regarding the move. Partnerships with the adjacent primary school are very good, the children attend assemblies in the school hall on a regular basis. The reception teacher knows the children well because they often visit her classroom to take part in group sessions, as well as her visiting them in their own surroundings. These visits enable children to have a sense of belonging, as well as supporting their growing confidence and independence, aiding a smooth move to school.

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

The arrangements for safeguarding the children in the pre-school are satisfactory. The provider has not followed the correct procedures for notifying Ofsted about the changes to persons associated with the pre-school. The persons include recently appointed committee members, who do not work directly with the children. Although this is a breach in requirements and also a breach of the Childcare Register, there is no adverse impact on children in the pre-school, because all committee members have been subject to Disclosure and Barring Service checks, including the head teacher of the host school, who is the new chair and the new nominated person. The provider has also correctly ensured that no one without a satisfactory check has access to the pre-school. Managers and staff are aware of the correct procedures to follow to report concerns they have regarding children in their care. These are in line with Local Safeguarding Children Board guidance. The pre-school follow thorough recruitment and induction procedures and ongoing staff suitability is discussed during regular supervision meetings. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team.

Staff are aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with the local authority advisory team and use visits from them for support and guidance. However, links with other settings that children attend have yet to be established, so staff do not share information about children's progress, so children's learning is not complemented. However, children's welfare is promoted through the sharing of information with parents.

Partnerships with parents are strong as parents speak fondly about the pre-school. They feel that their children are safe and have full confidence in all of the staff. They value how the staff have helped their children settle and feel that their children benefit from the care and education offered to their children. The manager is well motivated and can identify the strengths and weaknesses within the pre-school. Everyone's views are sought and valued, including other professionals involved with children, children themselves and parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed about changes to the nominated person of a childcare provision (compulsory part of the Childcare Register)
- ensure Ofsted is informed about changes to the nominated person of a childcare provision (voluntary part of the Childcare Register).

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

Unique reference number	205298
Local authority	Worcestershire
Inspection number	865326
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	16
Name of provider	St Bartholomew's Pre-School Committee
Date of previous inspection	24/05/2010
Telephone number	01905 640322

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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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