

# St Paul's Beckenham Pre-School

St. Paul's Church Hall, Brackley Road, BECKENHAM, Kent, BR3 1RB

<b>Inspection date</b>	21/11/2014
Previous inspection date	28/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		1
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

- Children make good progress. This is because staff understand how children develop and learn, and provide them with high quality interaction.
- Behaviour is good because staff have high expectations of children.
- Children are provided with a safe and secure environment because staff have exceptional knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The key person approach is highly effective in ensuring that staff build close, supportive relationships with children and families. As a result, children demonstrate that they are settled in a welcoming environment.

### It is not yet outstanding because

- There are fewer opportunities outdoors than there are inside, for children to see print and to explore early writing, to support their early literacy development.
- Children do not always have their home language displayed and valued around the setting for children to see and recognise.

## **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 had a tour of the preschool with the manager.
- The inspector observed activities taking place indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a selection of documentation and checked evidence of suitability for all adults working on the premises.
- The inspector held a meeting with the manager of the preschool.

## **Inspector**

Nicola Jones

## Full report

### Information about the setting

St. Pauls Pre-school is operated by a management committee, which is made up of church representatives and parents. It registered in 1980 and operates from church halls in a residential area of Beckenham, in the outskirts of Bromley. Children also have access to an enclosed outdoor play area. The pre-school is open four days a week between 9.15am and 12.15pm, term time only. A lunch club and afternoon session are available on Fridays between 12.15pm and 3.45pm. The pre-school is closed on Thursdays. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 35 children on roll, aged from two to under five years. The pre-school supports children who are learning English as an additional language, and children with special educational needs and/or disabilities. The setting is in receipt of funding for the provision of free early education to children aged two-, three- and four, and receives support from the local authority through an early years advisor.

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

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

- create an outdoor environment rich in print where children can further develop their early literacy skills
- further support children who speak English as an additional language by displaying home languages in the environment.

### Inspection judgements

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

Children's learning and development is promoted effectively because the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is good owing to knowledgeable staff who have a secure understanding of how to promote children's learning and development. Children are interested and motivated in this stimulating environment that supports their learning well and prepares them for their next stage of development. Visual aids and resources are meaningful to children and support their developing communication skills. For example, staff make good use of picture cards and signing to engage all children. At circle time, they all sang a greeting song and talked about the day of week, season and weather. Children listened attentively and took turns to speak, which showed their ability to cooperate well in a group situation. Staff support children's communication and language development very well. They organise specific activities to promote children's speaking, listening and attention skills, which all contribute towards the skills that children need to be ready for school. Children

learn about letters and sounds and take part in rhyming songs. Children enjoy repetition and show they remember certain sounds and actions. Children develop a love for books and singing, and they actively engage in looking at stories. However, while children have opportunities to see print in books and written words around the indoor environment, there are fewer opportunities for children to explore print outdoors.

Visual routines enable children to understand the order of the day. There are various times for child-initiated free play as well as group activities. The preschool is well resourced, which offers children plenty of choice in their own play. Equipment is clearly labelled to promote children's early reading skills as they learn where toys are kept. However, labels are not always written in children's home languages.

The preschool recognises the importance of working in partnership with parents. Parents are well informed about their child's learning through a variety of methods. This includes effective daily verbal communication, notices, newsletters and opportunities to share children's individual learning records. Staff complete ongoing observations to assess children's stage of development and plan for next steps in learning. Staff have regular discussions with parents, which provide opportunities to talk about their child's progress. Staff value two-way communication to help them meet children's individual needs.

Children who speak English as an additional language receive effective support because staff work closely with parents and set out strategies to meet individual children's needs. Consequently, parents are fully involved in their children's learning and development.

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

Children are extremely relaxed, confident and demonstrate a strong sense of self as they interact with their friends and participate in activities. Children's well-being is given high priority by staff. For example, as children join each other to sit in a circle, staff greet them individually, using different languages. As a result, children establish a strong sense of their own identity and belonging, within a nurturing environment.

The highly effective key person system enables staff to get to know the children extremely well. As a result, children are confident to explore independently, with their key person nearby for reassurance. Consequently, children are developing strong personal, social and emotional skills for their future learning, and eventual move on to school.

Staff establish clear rules and boundaries; as a result, children display exceptional behaviour. Children are offered a wide range of opportunities to make their own decisions in their play. Therefore, children move confidently around the environment, developing their independence skills.

Staff offer many opportunities that promote children's understanding of healthy lifestyles. Each day, children enjoy playing in fresh air outdoors. Children choose when they would like something to eat and drink for a snack, and they enjoy a selection of healthy options. These include fruit and vegetables, along with a drink of milk and water. Staff promote

children's independence well. For example, they encourage children to pour their own drinks. At lunchtime, children sit together and eat their packed lunch from home. Staff sit with children, modelling good table manners and encouraging discussions about the food they are eating.

Children learn how to keep themselves safe when they take part in an emergency evacuation procedure.

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

The manager demonstrates a very good understanding of her roles and responsibilities in meeting the requirements of the Early Years Foundation Stage and ensuring the preschool is effectively organised. Staff are thorough about safety and supervise children well. They take effective steps to protect children's health, safety and well-being. For example, staff wear disposable aprons and gloves at appropriate times, to prevent the spread of infection. Premises are secure and staff carry out regular safety checks, to minimise risks to children. Staff have secure knowledge of the safeguarding procedures, to protect children's welfare.

The preschool ensures that all staff have a Disclosure and Barring Service check. Robust recruitment processes are in place and there is a thorough induction process for new staff. Students are fully supported and supervised on their placement. Supervision meetings are held regularly and the manager carries out peer observations of staff performance. The management and staff are reflective of their practice and provision, and regular meetings provide opportunities for everyone to share their ideas to the decision-making process. Parents and children are also consulted about the provision, and they contribute to the self-evaluation of the preschool. This demonstrates an effective approach to the continual improvement and development.

Staff work well together to monitor and evaluate the educational programmes for the children. This ensures that all areas of learning are appropriately covered throughout the activities. Key persons make sure planning is individualised and reflects the identified next steps in learning for each child.

Partnership with parents is good and they speak highly of the setting. Staff provide daily, verbal feedback, which ensures parents are kept fully informed about their children's progress. Staff work in partnership with the parents, other early years settings and local schools, to share information and plan for children's future learning. This further supports the good continuity of care and learning, from which children benefit.

### **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>	137360
<b>Local authority</b>	Bromley
<b>Inspection number</b>	843009
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	35
<b>Name of provider</b>	St Paul's Beckenham Pre-School Committee
<b>Date of previous inspection</b>	28/06/2011
<b>Telephone number</b>	07528 352 135

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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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