

St George Preschool

Netham House, Blackswarth Road, St George, Bristol, BS5 8BA

Inspection date

26/11/2014

Previous inspection date

12/01/2012

The quality and standards of the early years provision

This inspection:

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 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 use questioning techniques skilfully to challenge and encourage children to think and share their own thoughts and ideas.
- Staff teach children about the natural world through exciting outdoor play. This captures children's curiosity so they want to learn more.
- Staff use effective techniques to teach mathematics through play activities so children have a good early knowledge of number, size, shape and measure.
- Staff work in partnership with parents to share information about children's ongoing interests, progress and achievements.

It is not yet outstanding because

- Staff do not always use the daily routines to help children enhance their independence and personal-care skills.
- The organisation of daily routines means there are interruptions to children's learning. Staff do not keep children consistently engaged in the activities at these times.

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 in the playrooms and the outside learning environments.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
The inspector took account of the views of children, staff and parents and carers spoken to on the day of the inspection and of the provider's evaluation of the provision.
- The inspector held meetings with some staff and the manager of the pre-school.
- The inspector completed a joint observation with the manager of the pre-school.

Inspector

Dominique Bird

Full report

Information about the setting

St George Pre-school has operated for 30 years. It registered with Ofsted in 2001 and relocated to the current premises in 2011. The pre-school is run by a parent-led committee. It operates from two rooms in newly converted premises in St George, Bristol. The pre-school is registered on the Early Years Register. Opening times are Monday to Friday from 9am to 3pm during term times only. There are currently 81 children on roll. The pre-school is in receipt of free early education funding for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The committee employs 13 members of staff to work directly with children. Of these, ten, including the manager, have early years qualifications at level 3 or above and they employ an early years professional and an early years teacher .

What the setting needs to do to improve further

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

- extend opportunities for children to take on responsibilities by having the highest expectations of them, including during meal and snack routines, such as teaching them to prepare food
- improve the changeover times in the daily routine to help children remain focused during their activities by reducing interruptions and distraction to allow all children to concentrate.

Inspection judgements

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

Children settle quickly and are keen to explore the interesting and stimulating play activities. Staff work with their parents when the children start and find out about each child's interests and stages of development. Staff know children well and have a good understanding of how children learn and ways to promote their learning and development. Staff carry out on-going observations and use this information to plan activities so that they are of interest and relevant to the children. This is helping children move on to the next step in their development.

Assessment systems enable staff to identify children's strengths and areas to develop. These are successful because they enable staff to organise specific learning activities that support children's learning and development well. Parents receive regular information about their children's progress and staff encourage them to share their thoughts about their children by writing observations from home in learning diaries for the staff. Staff

invite parents to borrow resources, such as mascot toys, to play with at home and they record what they have done with the toy. This helps parents to support their children's learning at home. Staff offer parents the opportunity to have regular meetings with their allocated member of staff. Strong partnerships with parents are well established.

The quality of teaching is good, so children are making good progress in all areas of their learning and development. Children take part in a wide range of worthwhile activities. Staff are particularly skilled in promoting children's communication and language development. For example, they use good questioning to promote children's thinking as they make things out of a range of recyclable items. They give children time to explore the materials and talk about their ideas. Children often choose to stay at activities for long periods, becoming fully engaged and fascinated in nature activities. For example, children are enthused as they look for bugs and insects in the garden. Staff use this chance to extend children's learning by asking questions about the insects, challenging children to think more deeply.

Children enjoy a broad and balanced range of experiences across all areas of learning. For example, children relish singing counting songs, which help develop their mathematical skills. They use their fingers to count and staff teach them how to take numbers away; children join in and enjoy the songs. Staff skilfully use outdoor play to reinforce mathematics; for example, they hang numbers from trees prompting children to chalk numbers on the ground and staff use this opportunity to teach numbers. As they notice numbers in the tree, staff refer to them so teaching the children to recognise numbers as well as to count with them. This helps children make connections and reinforce their learning.

Children have great fun joining in early literacy activities. The children giggle in excitement and join in with the silly-soup rhyme and movements happily. Staff skilfully engage all children of different developmental stages. This activity supports children's speaking and social skills successfully too. Staff organise group activities to help promote children's social skills, such as before they go home when all listen to stories and sing songs. At group times there are interruptions, for example, other groups of children passing by. This means that children become distracted and stop learning, which slows them from making rapid progress.

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

Children build friendships with one another and play together well. Children are interested in activities and well occupied in play, so they behave well. Staff are good role models for children. They use consistent teaching strategies which promote children's well-being. Children have good relationships with staff. There is a well-established system for allocating individual children to a specific adult. It works well to ensure that there is ongoing exchange of information between home and pre-school. This helps to ensure that staff meet children's individual needs well. Parents have a good understanding of the role of their child's allocated adult and they feel well supported and informed by them. As a result, staff meet all children's emotional needs well, so they are ready for the next stage

in learning.

Stay and play sessions before children start help them to feel confident in the pre-school. Children spend time in the pre-school with their parents and staff to help them to become familiar with the environment and build their confidence. Staff interact in a warm way with children, they always take time to listen and they provide cuddles and reassurance when children feel unsettled or unwell. Children understand the importance of turn taking, such as waiting for their turn with a toy and staff use effective strategies to help them share. For example, they use a sand timer to indicate when a turn has finished. Staff regularly praise children which builds their self-confidence.

Staff encourage children to be independent. For example, they wash their own hands before meals and put on boots for themselves. This helps children to be ready for school and have good personal-hygiene routines. Staff do not have the highest expectations of children however; they miss opportunities to encourage children to take on other responsibilities, such as in preparing some of their food.

Children are safe because staff are clear on their roles and responsibilities in maintaining a safe and secure environment. They follow procedures and carry out regular risk assessments of the areas used by children. This significantly minimises hazards to children. Staff supervise children well as they move safely between different areas indoors and outdoors. This means children are getting fresh air and regular exercise which benefits their health and well-being.

Children have numerous opportunities to be outside and active in an exceptionally well-equipped outdoor environment. It includes a grassy garden, covered areas and natural spaces where children enjoy adult-led outdoor learning sessions. Children are highly enthused when exploring nature and learning about living things, and understand about keeping themselves safe when doing so.

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

Staff have a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements and implement these effectively. Staff are familiar with the pre-school's safeguarding policy and have had training to help them identify any child-protection issues promptly. All staff are clear about the procedures they must follow if they have any concerns about children's welfare. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide first aid treatment in the event of an accident or incident. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Staff ensure that parents are well-informed of the pre-school's policies and procedures. All of the required documentation is in place and well-maintained to ensure that children are safe and secure.

Staff have a secure knowledge of the learning and development requirements. There are thorough methods of observation, assessment and planning to support the staff in

checking children's progress effectively. Staff plan together and highlight specific activities for their assigned children because they know them best. This means they can ensure that activities meet their interests and individual needs most effectively. The committee employs well-qualified staff who plan the educational programmes in their rooms and have responsibility for checking the delivery of these, which they do effectively. Staff work well together to support children and as a result, children are making good levels of progress.

The manager and staff team all drive improvement. They evaluation the provision effectively, reflecting on what is going well and what they want to develop further. The manager supports staff well to ensure that they have regular opportunities to enhance their professional development. Staff receive regular and effective supervision, which provides them with opportunities to listen to feedback about their performance. The pre-school staff work closely with the staff team at the local children's centre and regularly work with local authority advisors to review practice. This helps to ensure that improvement plans are fit for purpose.

Strong partnerships with parents and others involved in the children's care and education helps staff to meet children's needs effectively.. Parents state that they are well informed and feel that the staff use a range of effective methods to keep them updated and encouraged to be involved. Parents say, 'Staff are friendly and approachable'.

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	EY431198
Local authority	Bristol City
Inspection number	845454
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	56
Number of children on roll	81
Name of provider	St George Pre School Committee
Date of previous inspection	12/01/2012
Telephone number	07719672137

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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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