

St Georges Preschool

Church Hall, St John's Avenue, RUGBY, Warwickshire, CV22 5HR

Inspection date	27/11/2014
Previous inspection date	18/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is good because staff know the children well. They observe children during their play and use the information gathered to plan interesting and varied activities across the educational programmes in order to promote children's learning and development.
- There is a good awareness of safeguarding issues among the staff, all of whom are suitable to fulfil the requirements of their role and have had appropriate checks carried out. Therefore, children's welfare and well-being is effectively promoted in the setting.
- Children are valued and make close attachments with key persons who significantly promote children's well-being.
- Staff establish positive partnerships with parents and other settings that children attend so that transitions are well supported and children's emotional and social well-being is effectively promoted.

It is not yet outstanding because

- Staff occasionally miss opportunities to engage children in sustained conversations and enhance their range of vocabulary and critical-thinking skills.
- Not all systems for managing staff performance have been fully exploited so that good teaching practice can be further enhanced and shared to help raise the attainment level for all children.

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 teaching and learning activities in the hall and the outdoor area and looked at children's development records.
- The inspector spoke to staff, children and committee members at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out joint observations with the manager.
- The inspector looked at evidence of staff suitability, qualifications of staff and a range of policies and procedure.

Inspector

Rupinder Phullar

Full report

Information about the setting

St Georges Preschool was registered in 2002 and is on the Early Years Register. It operates from St George's Church in the Hillmorton area of Rugby. It is run by a management committee. The pre-school operates from the church hall and there is an enclosed area available for outdoor play. The pre-school serves the local community. It operates five days a week during term time only. Opening times are Monday 9am to 3pm, Tuesday 9am to 3pm, Wednesday 9am to 12noon, Thursday 9am to 3pm and Friday 9am to 3pm. There are currently 41 children on roll. Children attend for a variety of sessions. The pre-school employs seven members of childcare staff, of whom four have an early years qualification at level 3. One member of staff holds a qualification at level 2 and one member of staff is working towards a qualification at level 2.

What the setting needs to do to improve further

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

- challenge children to develop their communication and critical-thinking skills even further by making effective use of questions that encourage children to think and engage them in sustained conversations

- strengthen systems for performance management in order to identify and share good teaching practice, to help raise the attainment level for all children, for example, by carrying out peer observations.

Inspection judgements

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

Children are warmly welcomed into this bright and stimulating setting where their individual learning and development needs are well met. This is because the staff have a good knowledge and understanding of the needs of children in the Early Years Foundation Stage. The educational programmes provide a good range of interesting and challenging experiences and staff support children's learning and development in all areas. Information is collated from parents when children start at the pre-school, which gives the staff a good understanding of each child's capabilities. Initial observations inform the starting points for each child's learning and thereafter, regular observations are undertaken. These help staff understand what individual children need to learn next and are used to inform planning. This ensures that planned activities help children to make good progress. Children's progress is tracked to allow key persons to monitor their key children and plan for their individual learning and development needs. There are effective

arrangements for completing the progress check for children aged between two and three years and to provide parents with a written summary of their child's progress against the prime areas of learning. This ensures any gaps in learning are identified and targeted early, so that children make as much progress as they can.

Children are encouraged to access resources and to engage in a range of child-led and adult-initiated activities. The resources are of good quality and the layout of the room is planned so that children can confidently make independent choices in their play. Overall, the quality of teaching is good. This is because staff know how children learn and adjust their teaching to meet the needs of the children. They incorporate active listening, clear explanations and appropriate use of instructions to support children's learning. For example, staff encourage children to explore mathematical concepts, such as counting and solving simple problems, when completing a jigsaw. They use words, such as 'more than', and 'one less' and give helpful instructions such as 'turn it round' to help children be successful in their task. As a result, children make good progress in their learning and acquire the skills they need for the next stage of learning and their eventual move to school. However, where staff are less confident, there are occasional missed opportunities to engage children in sustained conversations and so further enhance their range of vocabulary and critical-thinking skills, for example, by using more effective open-ended questions. Children's creative development and their hand and finger control is fostered through drawing and practising pre-writing skills on their pictures. Children develop early reading skills when they engage and listen to stories. Staff use different voices and change tone when they read stories to children and encourage them to join in wherever possible. This helps children to listen with increasing attention and show interest in illustrations and print in books. Children's physical development is supported well both indoors and in the outside area. For example, inside children crawl under tunnels and dance to the rhythm of their favourite songs and move their body as they 'twist and turn'. In the outdoor area, children enjoy running around with their peers and using resources, such as hoops and hoppers. Staff support children, if required, by holding their hands to develop their confidence. As a result, children make good progress towards the early learning goals, based on their starting points.

There are good partnerships with parents and other providers. Staff use a wide range of strategies to share information with the parents about the service and their children's learning. Parents who contributed their views at the inspection feel welcomed in the setting and they are happy with the progress their children are making. Staff also work closely with other providers of the Early Years Foundation Stage, so that a joint approach to promoting learning and development is achieved for those children who attend more than one childcare setting.

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

Children form secure attachments with staff and their peers. This is because staff are good role models and they are warm and welcoming. An effective key-person system is in place and their roles and responsibilities are understood by both parents and staff.

Effective settling-in procedures are in place and children and their parents are well supported emotionally when they first begin attending the pre-school. Good quality information is shared to ensure continuity in children's emotional and physical well-being. This reassures them and further supports children emotionally during times of transition. Children are equally well supported when they move from the pre-school into the local school. Information about children's learning and development is shared with the teachers, which helps to improve communication and co-ordination between professionals, staff and families.

Children know the pre-school routines well and wash their hands before and after meals and after toileting. Children bring lunch from home and the staff encourage parents to provide healthy food options. The pre-school provides children with healthy snacks and water is provided throughout the day. Children serve their own snack which extends the opportunities for them to develop independence, express their food preferences and develop an understanding of appropriate portion size. Children learn about keeping safe in everyday activities. They access the outdoor area regularly where they get plenty of exercise as they run about. Visits from the police, fire brigade and ambulance service, help to raise children's awareness of how to keep themselves safe. In addition, they participate in emergency fire drills. This helps them to understand what they have to do, should they need to leave the setting quickly.

Children cooperate well with each other and learn to share and take turns in everyday play activities. They know what behaviour is acceptable in the pre-school because staff use a number of strategies to promote positive behaviour. Children are praised when they behave well and are spoken to sensitively if disagreements arise. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale for this is shared with parents, to maintain a joint approach.

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

The managers have a good understanding of their responsibility to comply with the requirements of the Early Years Foundation Stage in order to keep children safe. All staff demonstrate a clear understanding of their role in safeguarding children and implementing the pre-school's safeguarding procedures. Robust recruitment procedures are in place to ensure staff are suitable to care for children. All staff hold a current first-aid certificate. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. Risk assessments are carried out on a regular basis and staff are deployed to help keep children safe. Good security systems are in place to ensure that no unauthorised person enters the setting, for instance, entrance doors are locked and visitors are met at the door and their identity checked. Visitors are signed in and out. Daily checks of the setting further enhance children's safety. The manager provides support, advice and guidance to all staff on an ongoing basis and ensures that safeguarding practices, such as the non-use of mobile phones in the pre-school by staff or visitors.

The managers lead a qualified and experienced staff team. They use their skills and expertise skilfully to support children's learning and development. Staff feel supported by the managers who help to improve their knowledge, understanding and practice. The management team demonstrate a strong drive to improve the setting and respond to areas identified for improvement by parents, along with collecting the views of staff and children. In addition, they have completed the Ofsted self-evaluation form to support them further in evaluating their provision. Effective supervision and appraisal systems are in place. This helps to provide support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being. Effective systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The managers have a good understanding of their role in monitoring the delivery of the educational programmes and maintain an overview of the continuous provision for children in the pre-school. They also maintain an overview of the quality of teaching and learning provided. Staff share any issues identified during observation, assessment and planning to make sure that tracking displays an accurate understanding of all children's skills, abilities and progress. However, there is scope to strengthen this systems further, so that good teaching practices are shared to help raise the attainment level for all children, for example, by carrying out peer observations.

Staff have a good understanding the importance of working with the other provisions some children also attend to provide a complementary approach to the children's all round learning and development. Parents also receive good information about the setting. All this means that there is a successful joint approach to caring for children. to ensure that their learning and development needs are fully met. Parents describes the service provided by the pre-school as 'really good' and the staff as 'helpful and supportive'.

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	EY242243
Local authority	Warwickshire
Inspection number	870113
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	41
Name of provider	St Georges Preschool Committee
Date of previous inspection	18/11/2009
Telephone number	07811 454416

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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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