

# St. Faiths Pre School

Mission Room, Church Street, Horsham St. Faiths, NORWICH, Norfolk, NR10 3JJ

## Inspection date

24/11/2014

Previous inspection date

18/03/2009

## 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

- Children make good progress as they happily engage in purposeful learning experiences provided around their interests.
- Children form secure emotional attachments with staff and show high levels of confidence within the setting. They enthusiastically explore their environment and participate in activities with enjoyment.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and implement daily safety checks to minimise hazards.
- Partnerships with parents are strong, and there is a consistent approach to managing children's behaviour. As a result, all children are offered the opportunities to reach their full potential.

### It is not yet outstanding because

- Staff do not always ensure that the role-play area is equipped with real-life resources that enhance children's imagination and further develop early reading skills.
- Staff do not always provide sufficient opportunities for children to gain awareness of diversity as there are few resources that show differences and similarities.

## 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 had a tour of the pre-school and held discussions with the supervisor.
- The inspector carried out a joint observation with the supervisor.
- The inspector observed adult-led and free-play activities taking place in the hall.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's policies and procedures and action plan.

## Inspector

Hayley Ruane

## Full report

### Information about the setting

St Faith's Pre-school was registered over 20 years ago and is on the Early Years Register. It is situated in the main hall of the Mission Rooms in Horsham St Faith's, Norwich. It is managed by a voluntary 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 six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday and Tuesday 9am until 3pm and Wednesday and Thursday 9am until 12 noon, term time only. Children attend for a variety of sessions. There are currently 14 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. It supports a number of children with special educational needs and/or disabilities.

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

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

- build on the existing learning experiences for children to further use their imagination and develop early reading skills in the role-play area, by providing real-life resources, such as magazines, pots and pans, menus and real vegetables
- enhance children's awareness of other cultures and beliefs, for example, by providing more resources that show positive images of diversity.

## Inspection judgements

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

Pre-school staff work very well together to plan activities for children each week using the information they gather from their observations of each child. This information is collated and recorded regularly, which provides a clear picture of children's progress and allows staff to build on their strengths and weakness. This means that children's individual needs are well met and they all make good progress at their own pace and level. Individual files are in place for all children, containing photographs, observations and assessments, which are linked to the areas of learning. There are regular opportunities for parents to discuss their children's progress and parents can contribute to their child's learning journal from the outset. Planning is flexible and responds to children's needs and interests, offering challenges for children, so that they progress in their learning. Staff know all the children well and provide toys and resources that they enjoy, but also offer new challenges. For example, children enjoy making a snowman picture using glue and cotton wool. Staff extend their enjoyment by asking children what they will find on a snowman's face, therefore developing their understanding further. Children's interest and skills in

technology are fostered well. For example, they are taught how to use simple programmes on the touch screen computer. They select pictures of different animals and say their name. Children are beginning to know that print carries meaning and recognise the pre-school logo on their jumper. To extend children's understanding of the natural and wider world, staff encourage them to investigate natural materials. For example, children have a growing area in the garden, where they are able to grow different fruit and vegetables in the summer months. However, the role-play area is not always equipped with real-life resources that enhance children's imagination and develop early reading and writing skills.

Children make good progress in relation to their starting points and capabilities, regardless of the length of time they have been in pre-school and how often they attend. Throughout the activities, the members of staff praise the children's achievements, and use noticeable body language to demonstrate their pleasure and encourage the children to explore further. This type of interaction demonstrates the good quality of the teaching provided by staff, which is effective and ensures children's individual interests and preferences are catered for. Teaching is good and staff prepare all children very well for school and for the next stage in their learning. Children find their own names as they arrive and begin to recognise other familiar words, such as those for the days of the week and the weather. Different cultures are celebrated within the pre-school. However, staff do not always provide sufficient opportunities for children to gain an awareness of diversity as there are few resources that show differences and similarities. Staff guide children skilfully in their play and support them in their early writing skills. Children make marks in sand and on paper, choosing from a wide range of pens, crayons and creative materials on a trolley. Staff constantly talk to the children as they play, asking them questions and modelling correct language. They continually speak directly to children and skilfully question them to encourage their thinking and problem-solving skills.

Parents are fully involved in their children's learning through sharing information on the progress and achievements daily through discussion with the child's key person. Parents can contribute to children's learning stories and are able to borrow a bear that travels around the children's homes. They write in a book about the experiences that the bear has had in their home and children tell their peers about the bear's experiences when it is circle time. This supports children's confidence and social skills. Effective systems are in place to support children with special education needs and/or disabilities. Staff work closely with parents and appropriate professionals to ensure that strategies, which best support children's needs, are shared at home and in the pre-school. Therefore, children who have special educational needs and/or disabilities also make good progress relative to their starting points. The progress check carried out for children between the ages of two and three years covers the prime areas of learning and is discussed with parents to inform them about their child's development. It is used to identify any gaps in learning at an early stage, so that swift action can be taken. Staff enhance children's individual development further as they regularly track their progress. This helps them to identify any gaps in children's learning and implement strategies to ensure that children are making good progress and are well prepared for the next stage in their learning.

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

Key persons are effective in working in partnership with parents in identifying children's individual needs and plan settling-in sessions. This includes home visits and longer periods of settling-in visits, if required. This makes sure that all children are familiar with their new environment and carer, and are prepared to separate from their parents. Discussions with parents on the day of the inspection demonstrate how quickly children develop strong attachments to their key person. Parents state that their children settle quickly and show great enjoyment attending the pre-school. The stimulating and well-resourced areas, both indoors and outdoors, provide children with the opportunity to develop their independence and confidence in initiating and leading their own play. Children have their own space for their personal things and are provided with lots of opportunities to talk about how they are feeling, which helps to further support their sense of self in the pre-school.

Children learn about good hygiene and develop good self-care skills through daily routines. Their health is further promoted because the pre-school is kept very clean and staff follow good hygiene procedures, such as wearing disposable aprons and gloves to change children's nappies. Throughout the day, children are learning the steps they can take to keep themselves safe. As a result, children learn that tools, such as scissors, have to be used carefully. They learn about emergency evacuation procedures and how to keep themselves safe. Children enjoy healthy snacks provided by the pre-school and they bring their own packed lunches from home. They learn to be independent as they help themselves to milk or water. Children learn about healthy eating, as they grow some of their own vegetables at the pre-school and staff talk to children about where their fruit comes from. Children have plenty of exercise in their outdoor play and in the large hall, through dance and movement sessions and having access to large apparatus to develop their physical skills.

Pre-school children benefit from the in-depth preparation they receive to make a very successful move to reception class at school. For example, staff provide routines that are used in the reception class and support children during transition days. These approaches ensure children are emotionally prepared for their next steps in learning. Behaviour is good, because staff explain clearly to children why they need to follow the rules so they can all be safe. Children know they do not run indoors and that they must be kind to other children. Staff teach them to share the toys and take turns in the activities. This helps children to respect others and to take account of their feelings.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood, and met, by the supervisor and her staff. As a result, safeguarding policies and procedures are robustly implemented, ensuring that children are kept safe and protected from harm and neglect. The management team are responsible for recruitment and vetting procedures. These are rigorously implemented, ensuring that all adults working in the setting are assessed and monitored for suitability. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risks. For example, risks to children's safety are swiftly identified and minimised in relation to children and parents arriving. For example, a safety gate is used and staff are next to

the gate to ensure children cannot leave the premises.

The management team has a good understanding of the Early Years Foundation Stage requirements. The supervisor and her staff keep their knowledge and understanding up to date through team meetings and regular training opportunities, so they are aware of current practices. Regular appraisals, supervision and observations of staff performance are carried out by the supervisor. This identifies staff training needs and they may request courses, which contribute towards their professional development. This means that children's learning experiences are enhanced through the improvement of staff's knowledge and skills. The staff team continually evaluate children's experiences, using daily observations, and their flexibility ensures that they adapt activities to follow children's interests. The systems to monitor, assess and plan for children's progress are clearly effective. As a result, staff are able to quickly identify and close gaps in children's learning.

Children are secure as they move on to school. Their new teachers are invited to visit them at pre-school, so they see children in an environment that is familiar to them. Staff pass on assessment documents to the school to ensure that teachers are aware of children's next steps and stages of development. The pre-school has established effective links with other professionals and local early years providers, which means staff are assisted in meeting the needs of all children. A local early years adviser has contact with the pre-school, in order to support staff in the monitoring of the provision and to provide additional training for staff. Parents are very well informed about the policies and procedures in the pre-school. The pre-school committee is made up of parents, so they are involved in events and are very well informed about the pre-school. They help to communicate information to all parents. Parents are invited to give feedback through questionnaires, which impacts on the improvements made to the pre-school. These have included enhancing the resources in the outside area to benefit children's learning experiences outside. These improvements, combined with the continuing development of the pre-school, demonstrate the dedication and commitment of the entire staff team.

## 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>	254277
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	864537
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of provider</b>	St Faiths Pre-School Committee
<b>Date of previous inspection</b>	18/03/2009
<b>Telephone number</b>	077 631 78190

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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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