

St Marys Pre School

Church Rooms, Church Street, Chesham, Buckinghamshire, HP5 1HY

Inspection date	04/12/2014
Previous inspection date	25/01/2011

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 progress well in their learning and development as they enjoy interesting activities that offer a good level of challenge.
- Children form secure attachments with their key person. Each key person knows their children well so that they confidently support them in their play and care routines.
- Staff safeguard children effectively as they demonstrate a good understanding of the pre-school's policies and procedures and know how to keep children safe.
- Staff value working in partnership with parents and maintain effective relationships that ensure children's individual needs are met.

It is not yet outstanding because

- Although the quality of teaching is good, arrangements to promote their ongoing professional development, to enhance their skills further, are not always fully effective.

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 took account of the views of the parents and carers spoken to on the day of the inspection.
- The inspector held meetings with the manager of the pre-school and the chairperson of the committee.
- The inspector observed activities in the play room and carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector sampled the children's assessment records and planning documentation.
- The inspector accompanied the staff and children on an outing to the local church.

Inspector

Jane Osburn

Full report

Information about the setting

St Mary's Pre-School is run by a committee, mainly made up of parents. The pre-school opened in 1968 and registered with Ofsted in 2003. It operates from a main hall and two additional smaller rooms in a modified church hall. The pre-school is situated in a residential area in Chesham, Buckinghamshire. The pre-school is open Monday to Friday term time only from 9.30am to 1.30pm and includes an optional lunch club. All children share access to a secure enclosed outdoor play area. There are currently 55 children in the early years age group on roll. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early years education to children aged two, three and four. The pre-school mainly provides for children in the local area and supports some children with special educational needs and/or disabilities, and those who are learning English as an additional language. The pre-school employs 15 members of staff. Of these, 10 hold appropriate early years qualifications including the manager who is qualified to degree level.

What the setting needs to do to improve further

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

- implement a targeted programme of professional development that ensures staff members are constantly improving their already good understanding of practice.

Inspection judgements

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

Staff provide a range of interesting resources and activities that support children's learning well. The resources are easily accessible and enable the children to make choices. They independently select the toys and equipment they would like to play with. Therefore the children are motivated and ready to learn. Staff use prior knowledge of the children, gained through effective relationships with parents and through observations, to accurately assess children as they begin at the pre-school. Therefore staff are able to plan and provide suitably challenging activities that allow children to make good progress in their development. Staff are positive role models. Their interactions with children, and the teaching methods that they use, ensure that children are enthusiastic in their play. For example, during craft activities, staff interact with the children and demonstrate skills and techniques that they could use. This means that children become interested and engaged in the activities that they take part in, and staff are able to promote children's individual learning and development.

Children's communication and language skills are developing well. Staff regularly engage

children in conversation. This might be a discussion about something that has happened at home or the conversation may be about what the child is doing at that moment in time. Younger children are supported sensitively in their attempts at using language and are given time to answer any questions they are asked. This shows that staff are skilled at supporting children in developing their communication.

Staff work closely with parents to support children who have additional needs. For example, they share information regarding strategies to promote children's development and, when necessary, support them by making a referral to another professional. Parents are kept informed of their child's development on a regular basis. Daily information sharing takes place by the completion of a two-way diary. This allows the staff and parents to share information about the children's learning and development at home.

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

A key-person system is well-established and supports the pre-school to work in partnership with parents. All staff know their key children very well and monitor their progress. They are therefore able to tailor their support to the needs of each individual child. This means that children are supported in their emotional development. Children demonstrate that they feel happy and secure in the pre-school, and are confident to move around the room freely selecting their own area of play. This means that the children gain confidence and are becoming more independent.

Staff understand how to safeguard children and know what to do if they have concerns about a child in their care. Staff carry out daily checks to ensure the children are being cared for in a safe environment. This includes ensuring that all resources and equipment are in good repair and suitable for the children to use. Staff promote healthy eating as they provide daily snacks for the children. They allow the children to select their own foods from a variety of healthy options. Staff provide parents with suggestions for healthy items which can be included in children's lunch boxes. Children receive the opportunity to play outdoors during their time at the pre-school. They are able to experience a wide range of stimulating resources outside. Activities range from climbing trees, running, digging the garden and planting vegetables to reading books, completing puzzles and building with construction materials. This creates an exciting learning environment for the children and promotes their health well through active play and fresh air.

Children are emotionally well-prepared for the next stage in their learning as staff introduce them to certain aspects of school life. For example, staff provide school uniforms and photographs of local schools so that the children can have prior knowledge of what to expect. Staff carry out visits to local schools and reception teachers visit the children in the pre-school before they move up to their class. This helps children to feel confident in moving forward to another learning environment.

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

The manager ensures that staff have a suitable understanding of the safeguarding and welfare requirements and that they know how to keep children safe and secure in the pre-school. Staff each receive a copy of the pre-school policies and are able to demonstrate their knowledge of the procedures they would follow in order to safeguard children. Robust recruitment procedures help to ensure adults working with children are suitably checked. The manager carries out annual appraisals to support staff development, and staff are able to attend training courses. Regular staff meetings are used to discuss strategies to support children's development and to reflect on staff practice. The manager recognises the good teaching and childcare skills within her staff team and utilises these well. She undertakes observations of staff to ensure that practices are consistent and effective and they are free to request additional support. However, the manager does not lead a specifically targeted programme of staff development to promote ongoing professional development to enhance staff skills still further. In all other aspects, leadership and management is strong, demonstrating a commitment to constantly developing the provision. The systems to evaluate what is working well and areas for development involve the views of every member of staff. Feedback from parents, committee members and the children are also taken into consideration when evaluating the provision. This ensures that the management and staff remain motivated to improve the overall provision and this has a positive impact on the outcomes for the children.

Partnerships with parents are strong and this provides ongoing opportunities to share information regarding the children's learning and development in the pre-school and at home. The manager makes contact with outside agencies if there are any particular needs of the children. They work in partnership with the parents to implement any advice or strategies given by other professionals to support children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY259279
Local authority	Buckinghamshire
Inspection number	833152
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	46
Number of children on roll	55
Name of provider	St Marys Pre School Committee
Date of previous inspection	25/01/2011
Telephone number	07812904952

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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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