

St Antonys Pre-School Playgroup

St Antonys Parish Centre Annexe, St. Antonys Drive, Fulwood, Preston, PR2 3SQ

Inspection date	11/12/2014
Previous inspection date	01/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is consistently good and practitioners provide a broad range of activities to suit children's individual needs. As a result, children are focused and keen learners.
- Practitioners provide clear instructions and routines for children to follow. Consequently, children's behaviour is good and they know what is expected of them.
- Partnerships with parents and other professionals are strong. As a result, children's learning is supported at home and in the setting.

It is not yet good because

- The provider does not hold all of the relevant information regarding the vetting process.
- The induction process for new practitioners is not always consistently followed. Consequently, policies, procedures and relevant information, such as risk assessments are not shared with new practitioners.
- Practitioners do not always receive regular guidance from the manager to fully support their roles and responsibilities.
- Children are not always provided with opportunities to explore natural and open-ended resources. As a result, their sensory development is not fully supported.

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 observed activities in the main play room, small dining room and sports hall.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the setting.
- The inspector spoke with children and asked the practitioners questions about their practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector checked evidence of the suitability and the qualifications of the practitioners working with children and the setting's improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection and from information recorded in children's individual assessments records.

Inspector

Amy Willoughby

Full report

Information about the setting

St. Anthony's Pre-School Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a committee of trustees and operates from a parish centre annexe in Fulwood, Preston. The setting has use of a large room with access to a kitchen area, a coffee area, a large hall, a small room and toilets. There is an enclosed outdoor play area. The setting serves the local area and is accessible to all children. The setting employs five members of childcare staff, of these, four hold appropriate early years qualifications at level 3. The setting opens Monday and Wednesday mornings 9am to 11.30am. The pre-school sessions are Monday 12pm until 3pm, Tuesday 9am until 12pm, Thursday 9am until 3pm and Friday 9am until 12pm. There are currently 41 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The setting cares for children who speak English as an additional language and children with special educational needs and/or disabilities. The setting provides funded early education for three- and four-year-old children. The setting is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop further the recruitment and induction process of new practitioners to include sharing information about the setting's policies, procedures and relevant information such as risk assessments
- ensure that information regarding disclosure checks is recorded and includes the date the disclosure is obtained and who obtained it.

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

- enhance systems for monitoring practice so practitioners receiving support and guidance through regular and effective supervisions to extend their already good practice
- provide a wider range of natural and open-ended resources and materials for children to explore freely and enhance their sensory development.

Inspection judgements

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

Teaching is good. Practitioners are focused and enthusiastic so children learn and do well. They show motivation and encouragement while teaching children practical skills. For example, children know to twist their glue stick to avoid the glue dripping onto the table. As a result, children understand practitioner's instructions and demonstrate this through play. Practitioners observe children regularly and monitor their individual interests weekly. They use this information to plan activities that are stimulating and offer children a broad range of experiences. For example, practitioners observe children transporting animals into the sand. They expand this further by introducing treasure and glitter into the sand. Children enjoy hunting for the treasure and pretending to feed the animals. Consequently, children's learning is extended further. Practitioners provide an effective balance of adult-led and child-initiated activities. Children challenge their energy into making Christmas cards using their own designs while others confidently access the resources readily available. As a result, children make their own decisions through play and become keen learners.

Children's communication and language development is supported well. They understand sounds and model these confidently. Children are offered endless opportunities to practise these sounds throughout their session. For example, children place the electronic device over the correct letter representing the picture. Consequently, children develop a sense of pride when they get it right. Children enjoy reading books in the quiet area. They show confidence when turning the pages and appreciate reading stories to their friends. Practitioners ensure a wide selection of books is easily accessible for children to independently choose from. As a result, children make good progress in their literacy development. Practitioners extend this further by encouraging children to recognise print. Younger children recognise their photographs while older children in pre-school are challenged further to recognise the print of their name. As a result, children's thinking is extended and their readiness for school is supported well.

Since the previous inspection practitioners have made significant improvements to involve parents in their children's learning. Practitioners have a robust system in place for tracking children's starting points. They use information provided from the parents in children's All about me records. Practitioner's use this information along with their close observations to plan activities to suit children's interests and current stages of development. Practitioners work closely with parents to keep them informed of their child's progress. They send home children's assessment records for parents to view and record their comments on parental liaison sheets. Practitioners gather this information when completing the progress checks for children aged between two and three years and share this with parents. Consequently, children's learning is well supported at home and in the setting. Children with special educational needs and children who speak English as an additional language are making good progress. This is because practitioners have a strong focus towards supporting children to achieve small steps. Therefore, children make good progress towards the early learning goals and the next stage in their learning.

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

The provider does not have an effective recruitment and induction process in place. New practitioners are employed without an interview. Their induction process is inconsistent and policies, procedures and relevant information about the setting, such as risk assessments are not shared with new practitioners. The setting operates a robust and effective key-person system. Practitioners know all the children in their care well particularly their key group of children. This is because practitioners spend time playing and interacting with children. Consequently, children form close attachments with practitioners and are confident to seek support and reassurance when required.

Children settle quickly because practitioners plan and provide easily accessible resources to suit their individual interests. Children independently choose from a broad range of stimulating resources; however opportunities to play and explore using natural and open-ended materials are not maximised. As a result, children's sensory development is not fully extended. Children are confident. They learn to problem solve and resolve conflict between them. Practitioners have consistent rules and boundaries in place. Children understand these and know what is expected of them. As a result, children's behaviour is good and they play cooperatively. Children are offered opportunities to take risks in a controlled way. They effectively manoeuvre across the balancing beams in the sports hall and control their bodies using the large bouncing balls. Consequently, children understand the importance of keeping them and others safe.

Practitioners promote healthy lifestyles and healthy packed lunches. Practitioners are clear to parents about what to include in their child's packed lunch. Children welcome healthy foods which they routinely eat at home. Children enjoy meals and snack times. They are excited to find out what their friends have brought and talk about their vegetables. They explain sometimes they spurt open when they bite into them. As a result, children learn to describe their favourite vegetable to their friends. Children independently choose what they would like to eat first and are confident to ask practitioners for support to open certain packaging. As a result, children are emotionally equipped and prepared for their move to school. The setting's care practices are good. Practitioners encourage children to wash their hands before meals and snacks and after using the toilet. Children independently achieve this and routinely use the bathroom. Consequently, children learn to manage their own personal hygiene and independently develop their self-care skills. Practitioners provide children with appropriate space and resources for children to take part in regular exercise in the garden. Children have full use of the sports hall, particularly when the weather is bad. As a result, children acquire physical skills, such as running, jumping and skipping in the space provided.

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

The provider does not hold all of the relevant information regarding the vetting process. For example, the date a disclosure check was obtained and the details of who obtained it are not recorded. This is a breach of the requirements of the Early Years Foundation Stage. The setting has an effective safeguarding policy including the safe use of mobile phones and cameras. Practitioners follow all policies and procedures, however new

practitioners are not informed about the setting's policies, procedures and relevant information about the setting, such as risk assessments, during their induction process. The manager does not routinely share this information with the new practitioner. Consequently, new practitioners have a basic knowledge of their roles and responsibilities. Practitioners keep children safe. This is because potential hazards are recognised and minimised through daily checks. Additional safety checks are carried out through regular fire drills. As a result, children feel secure in the setting and understand what is expected of them when they hear the fire alarm sound.

The manager has made positive improvements since her previous inspection. She has devised a robust system for monitoring and tracking children's progress from their starting points. The manager and practitioners focus on the information they receive from parents. They use this to plan activities to best suit children's individual needs. Consequently, children are making good progress in all areas of learning. The manager has devised weekly planning meetings with the practitioners to discuss children's achievements. They highlight and focus on children's play and plan for the week ahead. Practitioners use this time to discuss children's current stage of development; however this is not supported through regular one-to-one supervisions. The manager does not recognise the importance of practitioners receiving management support to discuss their group of key children along with their own roles and responsibilities. Practitioner's professional development is not targeted towards their individual needs. They do not routinely receive support and guidance from the manager to help them improve their already good practice.

Partnerships with parents are good. The manager and practitioners value and respect parent's input regarding their children's learning. They use parents comments recorded in children's assessment files to self-evaluate their practice. The manager uses this information to improve ways to incorporate children's learning at home. As a result, parents speak highly of the setting. They describe the manager and practitioners as friendly and helpful. The manager works closely with other professionals to support children's additional needs. She actively communicates to ensure she keeps up to date with appointments and meetings. Consequently, the manager and parents have a sound knowledge and understanding of partnership working. The manager generally has a good relationship with the local schools. She liaises with the headteachers and reception teachers to arrange pre-visits for the children. As a result, children's move to school is supported well.

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

Unique reference number	309463
Local authority	Lancashire
Inspection number	867874
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	41
Name of provider	St Anthony's Pre-School Playgroup Committee
Date of previous inspection	01/12/2011
Telephone number	01772 490295

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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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