

St Antonys Church

122 Wentworth Way, SOUTH CROYDON, Surrey, CR2 9ET

Inspection date

29/04/2013

Previous inspection date

07/09/2011

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 benefit from a well-organised, welcoming and inclusive preschool. They have access to a wide variety of good quality resources to support their play and learning.
- Staff have positive relationships with parents and welcome them into the setting.
- Children show good levels of confidence and independence and are motivated to learn. They take part in a wide range of interesting activities and experiences and make good progress in their learning in relation to their age, starting points and capabilities.
- The managers are very committed to developing and improving the provision. They monitor their practice closely and take effective steps to ensure positive outcomes for children.

It is not yet outstanding because

- Outdoor activities that encourage children to explore and investigate the natural world are not yet fully extended.
- Staff have not yet fully developed strategies to engage all parents in their child's learning at home.

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 children taking part in indoor and outdoor activities.
- Discussions were held with the managers and members of staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

St Antony's Pre-School has been open for 23 years and registered under the current owners in 2010. The preschool operates from a church hall in a residential area of Sanderstead, within the London Borough of Croydon. Children have access to a main hall and two smaller rooms. There are two enclosed outdoor play areas.

The preschool is registered on the Early Years Register. It is open on Monday, Tuesday, Thursday and Friday mornings from 9am to 12 noon and on Wednesday afternoon from 12.30pm to 3pm, during term time only. There is a lunch club on Monday, Tuesday, Thursday and Friday from 12 noon to 1pm. There are currently 38 children on roll, who attend for a variety of sessions. The preschool receives funding for the provision of free early education for children aged two, three and four years old. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are seven members of staff who work at the preschool, including the two managers. Of these, six staff have relevant childcare qualifications.

What the setting needs to do to improve further

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

- extend outdoor activities that encourage children to investigate the natural world, and make resources such as magnifying glasses and binoculars easily accessible outdoors so children can select them independently
- engage parents further in their children's learning at home, for example by making sure they are fully up to date with their child's individual next steps and providing ideas of how they can support these in the home environment.

Inspection judgements

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

Staff plan and provide a well-balanced, interesting curriculum that helps children make good progress in all areas of their development. Staff gather detailed information about each child's background, starting points and needs. For instance, they talk to parents before children start and ask them to fill in comprehensive registration forms. This ensures staff get to know children well and provide all the support they need. Staff observe

children's achievements closely and plan activities based on their interests and skills. They adapt activities where needed to support children with special educational needs or disabilities, so that everyone can take part. Staff keep parents well informed on a day to day basis and often lend children toys and play materials that they have enjoyed that day. They have started to provide regular written progress reports for parents, but sometimes parents are not fully up to date with their child's individual next steps or how they can support these at home.

Children learn a wide range of skills and attitudes that help prepare them well for the next stage of learning and for school. Older children benefit from well-planned small group activities where they learn to listen attentively, follow instructions and speak confidently, sharing their ideas. They are enthusiastic, keen to take part in activities and motivated to learn. Staff skilfully support children's language development when they talk to them and ask questions as they play. They successfully extend their vocabulary with a 'word of the week' and children describe their 'enormous' house and taste some 'delicious' fruit. Staff support children who speak English as an additional language appropriately by finding out key words that they use at home. They promote children's interest in books well, providing a quiet area where children choose books independently and relax on cushions to share them with their friends.

Children experiment with shape and size when staff encourage them to make their own bridges and tunnels out of boxes for their trains. They solve simple problems as they work out how to fit pieces together to make the shape they want. They use their imagination as they develop their game, setting out chairs so they can make their own train and go on a journey. Children enjoy moving freely between the indoor and outdoor environment as they play. Staff make good use of spontaneous opportunities to develop children's understanding of the world. Children are fascinated to find a bumble bee in the garden and examine it closely when a staff member catches it in a covered cup. However, staff do not always make resources such as magnifying glasses freely accessible outdoors, to encourage children to investigate the natural world independently. Staff are keen to provide more challenging outdoor experiences and hope to develop a section of the garden into a 'forest school' outdoor classroom, but this is not yet in place. Staff encourage children to express their creativity. Children select resources to decorate their pot however they want to before planting some cress seeds in it. They dress up as a fire fighter or pretend to be a cat. They join in with singing enthusiastically, moving their bodies to the actions and remembering the familiar words. Children learn the skills and attitudes they need to move on successfully to their next stage in learning.

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

Children are confident and settled in the preschool. They have good relationships with staff and each other and play happily with their friends. Staff are warm, positive and responsive to children's individual needs. This effectively supports children's emotional and physical wellbeing. Children quickly become familiar with the routines and expectations of the setting, finding their name when they arrive and washing their hands before snack time. Staff intervene promptly to help children resolve any disputes and have a calm,

consistent approach. This helps children behave well.

Staff set up the hall before children arrive to create a welcoming environment. They make good use of the space available and ensure there are a wide variety of resources for children to choose from. Staff are vigilant about supervising children closely at all times, making sure that enough staff are outside as well as indoors. They conduct daily checks of the premises to make sure all areas are safe. They ensure that the hall is always secure during the session so no unauthorised visitors can enter. As a result, children move around freely and play safely. They grow in independence as they help tidy away at the end of the session and pour their own drinks at snack time. They develop a good understanding of risks when staff talk to them about why it might not be safe to put a box on their head. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted well. Children learn to manage their own personal needs when they wash their hands before they eat. They choose from a selection of healthy fruit at snack time, enjoying apple slices and orange segments. Children play outside every day, as part of a healthy lifestyle. They enjoy practising their physical skills as they run around or play a game of skittles.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that children are cared for by suitably qualified and vetted staff. Staff are aware of their responsibility to provide a safe environment and they know what steps to take if they have concerns about a child. Security measures are robust. All required documentation that supports the smooth day to day running of the setting is in place. Staff work well together as a team. They share tasks and responsibilities throughout the session, such as planning an activity, running the snack bar or supporting children in outside play. Their performance is monitored effectively through regular supervision and appraisals and they attend local training courses. This means children benefit from a well-trained and supported staff team.

The managers of the preschool are enthusiastic about their work and very committed to continual development and improvement. They have a good understanding of the learning and development requirements and make sure that staff keep up to date with any changes. Managers effectively monitor and review the provision and take well-targeted steps to address any areas for improvement. For instance, they recently reorganised the session so that children are split into smaller groups, according to their age, for part of the morning. This means staff now plan focus activities more closely around children's age and needs. Older children in particular have grown in confidence and independence as a result.

Staff have positive relationships with parents and other carers. Parents comment that they find staff friendly and approachable and their child enjoys attending. Parents have access

to a wide range of policies and procedures that contain useful information about the preschool. Staff make links with other early years settings that children attend as appropriate in order to share relevant information, such as childminders. They also work closely with other professionals to ensure that any children who have additional needs are well supported at the preschool and experience a consistent approach to their learning and care.

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| 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 inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. 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 | EY417450 |
| Local authority | Croydon |
| Inspection number | 907078 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 32 |
| Number of children on roll | 38 |
| Name of provider | St Antonys Pre-school Partnership |
| Date of previous inspection | 07/09/2011 |
| Telephone number | 0208 406 9611 |

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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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