

St Clements Pre-school

St. Clements C of E Primary School, Henwick Road, Worcester, Worcestershire, WR2 5NS

Inspection date

Previous inspection date

08/01/2015

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The staff team's exceptionally high-quality teaching successfully motivates and challenges children to become independent and active learners.
- Children form warm, secure relationships with staff that ensure they thrive and develop excellent levels of confidence and self-esteem.
- Children's health and well-being is given the highest priority and staff have extensive knowledge and understanding of safeguarding and child protection. The well-used and comprehensive risk assessments successfully minimise potential risks.
- Staff ensure that parents are exceptionally well informed about children's progress and actively encourage them to take part in pre-school life.

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 activities in the indoor and outdoor play spaces.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector spoke to the pre-school manager and staff throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the setting's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Judith Harris

Full report

Information about the setting

St Clements Pre-school was registered in 2004, and is on the Early Years Register. It is situated in a purpose-built premises attached to the St Clements primary school in Worcester. The pre-school is managed by the Head of the primary school and the pre-school manager. The pre-school serves the local area and is accessible to all children. It operates from two play rooms and there are enclosed areas available for outdoor play. The pre-school employs nine members of childcare staff who all hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday during school-term time and sessions are from 8.45am until 3.30pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- consider the use of peer observations to enable all staff to share, reflect and build on each other's practice and to continue their already excellent professional development.

Inspection judgements

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

The manager and staff team have an extensive knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn and develop. The highly skilled and knowledgeable staff effectively use consistently high-quality teaching methods. As a result, children's development is very effectively supported and children make the best possible progress in all areas of learning. Staff use a wide range of skilful interactions with all children to successfully engage them in activities, at their own level of ability. The pre-school staff have clear and well-used systems to support children who speak English as an additional language. They ensure they work closely with parents to build a secure picture of children's level of understanding of English and tailor support to each child. Staff make excellent use of focused and very precise assessments that ensure they gain a comprehensive knowledge of each child. As a result, they are successfully able to accurately identify any gaps in learning and address them swiftly. All assessments are very effectively used to inform individual planning to meet children's ongoing and changing needs.

Children have extensive periods of free-play time which successfully enables them to

follow their own interests. Children move confidently between the indoor and outdoor play spaces and freely choose from an inspiring variety of resources. Staff consistently provide excellent support through their interaction, enthusiastically motivating children to be highly-active learners. For example, children play in the garden where they have an exciting range of resources to explore and discover. Staff encourage the children to experiment as they ride the bikes and scooters through a puddle. Staff spray washing-up liquid into the puddle to make bubbles and encourage the children to add paint so that their bikes make tracks as they ride across the garden. Children clearly delight in the activity and staff extend their vocabulary by using a wide range of language to describe the movement of the water and the patterns the paint makes. Staff skilfully encourage children to practise handwriting at a wide range of activities. For example, staff provide clip boards, paper and pencils at the sand pit in the garden and in each room children have access to interactive white boards where they enjoy drawing and writing. Children's imaginative skills are excited and extended as they play with dough in the role play area. The children use the tools with skill as they roll the dough and cut out the shapes for their cakes. At all activities staff ask the children open questions and give them time to think before they answer carefully supporting their thought processes. Children show increasing confidence in mathematics through the consistent use of mathematical language and concepts during a wide range of activities. Staff are exceptionally skilful in extending children's learning through their own interests. For example the role-play area in the garden is a hairdressers, which the children have requested. To extend and enhance children's understanding of the natural world they have a planting area and bug hotels in the garden. Throughout the pre-school, children are thoroughly absorbed in learning as they explore, experiment and discover their environment.

Children play and learn in an exceptionally enabling environment, which provides the best possible learning opportunities for children's age and ability. The staff consistently make best use of all planned and spontaneous opportunities to extend children's learning through their own interests. The free-play time allows children to fully engage in independent play and to develop positive attitudes to learning. As a result, children are exceptionally well prepared for the next stage of their learning and the move to school. The pre-school is directly attached to the school and has excellent relationships with the other local schools. Children make frequent visits to the classrooms, and attend assembly and events in the school. Staff foster and promote excellent partnerships with parents to support learning at home. For example, parents are invited stay and play at the pre-school helping them to understand how children learn from a range of activities.

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

Children are happy, well settled and exceptionally independent in this warm and wonderfully nurturing environment. Children's personal, social and emotional development is extraordinarily well promoted by this thoughtful staff team. The staff use careful and considerate procedures to ensure children settle well in the pre-school. They are fully aware of the children's emotional needs and plan well to ensure they are met. As a result, the children feel a secure sense of belonging and develop exceptional levels of confidence. Building children's self-esteem is clearly a very high priority for this staff team who enthusiastically praise and encourage children's efforts and achievements.

Children behave well and their positive behaviour is sensitively supported by staff. For example, children are encouraged to use the sand timers in the garden to organise and manage sharing and turn taking for themselves. Excellent organisation encourages children's independence as they are able to choose and select from an exceptional range of resources. The inclusion of children with special educational needs and/or disabilities is excellent. The pre-school promptly identify children's needs and provide the individual support to children. They work closely with other professionals to provide multi-agency support to families.

Staff support children in understanding the importance of healthy lifestyles and work closely with parents to provide a well-balanced diet for all children. Children benefit from exceptionally healthy snacks and parents are consulted on any special dietary requirements. Children are developing their ability to attend to their self-care needs and they learn how to keep themselves safe. For example, children are actively encouraged to risk assess situations and staff talk to them about riding safely on the bikes in the garden and using tools with care. Children are encouraged to change their shoes and put on their coats for going out in the garden. Children's physical development is given a very high priority. Children enjoy flexible use of the outdoor-play environment and the pre-school provide wet-weather clothing so children experience outdoor-play in all weathers. The garden areas are exceptionally well resourced play spaces where children can develop their skills in all areas of learning.

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

The pre-school manager clearly provides inspirational leadership for this highly motivated and committed staff team. All staff are very well qualified and extensively experienced. The pre-school's approach to safeguarding and child protection is comprehensive and well implemented. The manager is the designated safeguarding officer for the pre-school and the safeguarding systems link closely to the school and ensure that extensive support is constantly available. Recruitment, induction and vetting procedures are robust and use the school's process for employment. The manager's effective systems for monitoring, supervision and appraisal are fully embedded. The ongoing supervision systems accurately identify staffs' professional training and development needs and support and extend their already extensive knowledge and skills. The manager uses a system of supervision that includes all staff and also actively encourages continuing professional development of senior staff. As a result, children's learning and development are exceptionally well supported and promoted. The manager uses a range of observations of staff and has considered the use of peer observations to enable all staff to share, reflect and build on each other's practice. Risk assessments are extensive and there are comprehensive annual assessments and detailed daily checks. This ensures that children in all areas are safe and well protected and that they are able to meet appropriate challenges through taking well-managed risks.

The manager and staff team use their wealth of experience and skills effectively to continually monitor the educational programmes successfully. Staff are highly successful in

ensuring that all children make extensive progress in relation to their individual starting points and abilities. The staff team's confidence supports them to be flexible with the planning, which ensures that activities follow children's interests closely at all times. The manager and staff have comprehensive systems to monitor and evaluate all learning, which ensures that plans for children's progress are always effective. A clear and comprehensive self-evaluation form has been completed and shows a thoughtful and accurate assessment of the areas the team want to improve. Staff seek and welcome the opinions of parents in order to improve practice. Records, policies and procedures required for safe and efficient management of the provision are well maintained and implemented.

Pre-school staff confidently build very successful partnerships with parents and other professionals, which contribute extensively to meeting children's needs. The communication between staff and parents is of very high quality and parents are actively encouraged to share what they know about their child. The highly successful key-person system ensures that parents are kept in touch with children's ongoing development. Parents are actively encouraged to review and contribute to learning and development records through the use of the secure online systems. Parents report that staff are successful in supporting children's development and they are very happy with their children's progress in the pre-school.

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	EY291798
Local authority	Worcestershire
Inspection number	856363
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	65
Name of provider	St. Clements Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	07739945354

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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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