

St Pauls Pre-School

Inspection report for early years provision

Unique reference number 109811
Inspection date 13/10/2008
Inspector Tonia Chilcott

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

St Paul's Preschool has been registered since 1995. It is located in the Bishopstoke area of Eastleigh. It operates from two rooms in a church hall with an enclosed outdoor play area. The setting is registered on the Early Years Register.

A maximum of 48 children may attend the setting at any one time. The pre-school sessions are open on Monday to Friday mornings from 09:30 to 12:00, with additional care available from 09:15 before each session. Additionally, the preschool is open Monday and Thursday afternoons from 12:30 to 15:00 during term times.

There are currently 40 children aged from two to under five years on roll. Of these, 30 children receive funding for nursery education. The nursery is able to support children with learning difficulties and/or disabilities and for whom English is an additional language.

The preschool employs nine members of staff. Of these, three members of staff are fully qualified and three members of staff are working towards a relevant child care qualification.

Overall effectiveness of the early years provision

Children's welfare is promoted by staff who have a clear understanding of safeguarding procedures. The systems to self evaluate the provision and staff training needs, are not entirely effective, although individually, staff take responsibility for particular areas of the setting. Most activities and procedures followed by staff ensure that children are included, however, occasionally large group activities do not meet the individual needs of all children. Staff are vigilant in ensuring that all areas of the setting remain safe, although daily risk assessments do not highlight who completed them, nor are fire drills undertaken regularly enough to fully develop children's understanding. Children enjoy a varied range of activities, although new systems to observe progress and plan to extend children's learning and development are not yet fully developed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop planning systems to ensure that children access a balanced range of activities, taking into account information gained from individual observations of children
- ensure that the written risk assessments contain details of whom has completed them
- ensure that regular fire evacuation drills are undertaken and details recorded to include any problems encountered and the action taken to resolve
- develop systems to work in partnership with parents and other professionals involved in the care of children to promote the integration of care and

education

- continue to develop the systems to evaluate the provision to identify targets for further improvement
- review group activities to ensure that all children are included
- further develop the systems to identify the training needs of all members of the staff team, including managers

The leadership and management of the early years provision

Effective systems are in place to ensure that all staff complete appropriate checks to ensure their suitability to work with children. Appraisals of most staff are undertaken and are used to identify further development and training needs; however the appraisal system is not yet implemented to include the management team as a whole. Staff deployment is organised well to ensure that children are supervised appropriately at all times. Contingency plans are in place to ensure that ratios are maintained throughout times of staff illness or absence.

Some improvement has been made since the last inspection as the manager and staff are keen to continue to improve the setting, taking prompt action when areas to develop are identified with other professionals. A system to self evaluate the provision is in place, although this has not yet been developed sufficiently to include details relating to the Early Years Foundation Stage (EYFS). Whilst staff take on individual responsibilities within the setting, for instance, relating to health and safety, they are not fully involved in the overall evaluation of the setting, nor are parents able to contribute effectively to the process. Thus, some areas to develop the setting further are not identified which impacts upon any improvement made.

All policies and procedures are in place and are implemented effectively by staff to ensure that the needs of children are met. The staff team have a secure understanding of child protection and the procedures to follow should concerns be raised about any children. Parents are provided with information about the early years provision that is generally well written, although occasionally some information relating to the EYFS is not accurate.

The quality and standards of the early years provision

Children are happy and settled at the preschool. Most enter confidently and eagerly take part in the activities available to them. Children access a good range of activities and resources, both inside the building and whilst accessing the garden area. Good relationships with staff ensure that children are able to confidently request further resources to support their play. For instance, whilst playing in the home corner, children confidently ask staff to provide more equipment such as irons and ironing boards or the doctor's kit when pretending that the home corner is a hospital. The effective arrangement of snack time means that children are able to choose what to eat or drink and manage the task of pouring their own drinks and choosing their own snacks. Most activities engage children throughout the session, however, some fail to maintain children's attention and at times not all children are

included, for instance, at large group times.

Observations of children's progress are recorded regularly by staff, although the information gained from assessment is not used effectively to identify children's next steps in learning. As a result, although some planning takes place, this is not yet linked to the children's individual needs and consequently does not ensure that children take part in a balanced range of activities. Most planning is completed verbally with staff at the beginning of the session, when the staff team discuss the children's individual needs with one another. Whilst good relationships have been developed with parents, no systems are yet in place to make links with other adults, including carers and other providers, to share information relating to children's welfare, learning and development.

Regular risk assessments are completed to ensure that all areas that children access are safe, however, although the risk assessments are recorded, they do not contain any details relating to who completed the check or any action that was taken. Children do not gain a good understanding of fire safety as they do not regularly take part in practical fire drills. Staff ensure that they review documentation such as accident records on a regular basis and use the information to identify and remove hazards such as replacing carpets that become trip hazards.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.