

# St Nicholas Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	155709
<b>Inspection date</b>	06/05/2009
<b>Inspector</b>	Claire Sheldrake
<b>Setting address</b>	Church Hall, Church Road, Whitchurch, Bristol, BS14 0PR
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<b>Email</b>	
<b>Type of setting</b>	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 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 Nicholas Pre-School is a long established pre-school, located in St Nicholas Church Hall, Whitchurch, a suburb of Bristol. It is owned and managed by a committee of parents who employ the play leaders and staff team. It is registered to care for a maximum of 24 children in the early years age range, and of these no children will be aged under-three years.

The pre-school uses the main hall, kitchen, new indoor toilets and a small enclosed outdoor area. The pre-school is open term-time only from 09:00 to 11:30 Monday to Friday and 12:30 to 15:00 Monday, Wednesday, Thursday and Friday. There are 48 children on roll, all of whom are in the early years age range.

There are eight members of staff who are currently working with the children. Four staff hold early years level three qualification and one has level two. The pre-school is supported by the Early Years Development and Childcare Partnership and local teacher advisers.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children are very happy and settled in the warm and welcoming environment of the pre-school, where they are making significant progress in their learning and development.

The setting has good arrangements to support children's welfare, and staff ensure that children are safeguarded.

Staff know the children very well, they recognise their uniqueness, and make sure that they receive the right support to help them reach their full potential.

The staff are reflective in their practice, for example, they are aware of their strengths when providing children with learning and development opportunities and their weaknesses, which lie in some of their written documentation.

## What steps need to be taken to improve provision further?

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

- review and extend the safeguarding policy to include the procedure to follow in the event of an allegation made against a member of staff
- extend the record of risk assessments to include each type of outing, to ensure children are appropriately safeguarded.

## The leadership and management of the early years provision

Staff at the pre-school are a strong and experienced team, who are led by two managers, who know the children, their parents, and the daily routines well, which contribute to the relaxed, and smooth running of each session, where children can play and learn. The staff deploy themselves effectively to welcome children, help

them settle, and sit with the children, instigating games and encouraging children's concentration.

The staff are checked for their suitability and are monitored through an annual appraisal process. Staff are pro-active in accessing a variety of childcare courses and workshops which ensure that they are familiar with new ideas and legislation. This supports their commitment to continuous improvement.

There are a set of policies and procedures in place, however it is a long time since these have been reviewed or updated. There is information missing from the safeguarding policy and outings are not recorded individually. These guidelines are set out in the new Early Years Foundation Stage (EYFS) framework to safeguard children. Staff are, however, very confident about dealing with all issues ensuring children's safety, and are keen to update their documentation to support this. Staff value parents and carers as partners, and regularly exchange information about children's routines, care and learning to help establish strong, close relationships. Good links are made with the local schools to aid the children as they move to their new setting in September.

## **The quality and standards of the early years provision**

The pre-school provides an exciting and interesting environment where children are encouraged to participate in an abundance of challenging activities which contribute to their learning and development. High quality records of children's progress support their learning and is extended with written comments and input from parents. Further relationships are established with parents using communication books and individual meetings to discuss and celebrate children's achievements.

The children are active learners, they are keen to join in and talk enthusiastically about what they do, for example, they recall buying the strawberry and pumpkin plants during a recent trip to the garden centre.

During the session a group of children are intrigued by the science table and delight in looking at the snake. Their fascination continues as they find pictures in an reptile book and talk about what it eats, and how it moves along the ground. The children enjoy being able to self-select from the craft trolley, using scissors, paper and pens, and enjoy the freedom of expression using the painting easel, often attempting to write their own name in the top corner.

The children problem solve, one child spends time working out how to re-assemble a puzzle looking at the colour and sequence, and how to fit it all together, while another excitedly finds insects in the soil, and then re-buries them so others cannot find them.

The children are helped to feel important and their self esteem is boosted using the 'Wow' badges. This system allows each of the children to be celebrated in something they have achieved, and these are written by parents or a member of staff. The children cheer each other as they hear the great things they have done, for example, not wearing a nappy at night, and getting themselves dressed in the morning.

The pre-school staff have confidently implemented the EYFS. They use a system of written observations to effectively record how each of the children learn and show their progress. The planning of activities, and the children's learning diaries are all centred around children interests, their starting points and their individual

development needs.

Staff know the children extremely well, and have formed good relationships. They talk passionately about the progress they have seen in the children. They use appropriate questioning to enhance children's interest in activities and are sympathetic to their individual needs. For example they inform the children of a change to the daily routine such as the photographer arriving to relieve any anxiety a child may feel.

Children's health and safety is well promoted, children know why they wash their hands before eating, and talk about how their hearts beat faster after the 'Busy Kids' exercise session.

Documentation to support children's welfare is available, but not all is not up to date, some has sections missing, or with too little detail. Staff are in the process of reviewing this, in partnership with their committee to ensure children are safeguarded.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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