

St George's Pre-School

Inspection report for early years provision

Unique reference number 142782
Inspection date 07/06/2010
Inspector Judith Goodchild

Setting address c/o Hinton St. George First School, West Street, Hinton St.
George, Somerset, TA17 8SA
Telephone number 01460 73033
Email stgeorgespreschool@hotmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St George's Pre-School has been registered since June 1997 and operates from the upstairs room of the school house, which is situated within the grounds of Hinton St. George First School in Somerset. Pre-school children have use of toilet facilities and one main play room which is upstairs and accessed by a flight of stairs. They also have use of the school's playground and nearby playing field. This pre-school is managed and led by a parent committee and registered to provide care for a maximum of 12 children aged two to under eight years. There are currently 24 children on roll in the early years age group. The setting is also registered on the voluntary and compulsory parts of the Childcare Register. The group are in receipt of government funding for nursery education. Support is provided for children with special educational needs and/or disabilities. The setting is open from 9am to 12 noon, Monday to Friday, and from 12 noon to 3pm, Monday, Wednesday and Friday, term time only. Five members of staff are employed, three of whom hold a National Vocational Qualification (NVQ) at level 3 qualification and the other two with NVQ at level 2 qualification in childcare and early years education. The pre-school receives support from the local authority, and maintains regular liaison with the reception teacher at the first school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St George's Pre-School is an inclusive setting that successfully meets both the welfare and learning needs of children. Safeguarding arrangements are good. Behaviour and social relationships are excellent and children receive a high standard of care. Leadership has recognised, through its self-evaluation processes, that current planning documentation does not always clearly identify what the expected learning outcomes of activities are for individual children and how planned activities are matched to the six areas of learning of the Early Years Foundation Stage curriculum.

What steps need to be taken to improve provision further?

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

- ensure, when planning activities, learning outcomes for individual children are identified and are mapped against the six areas of learning.

The effectiveness of leadership and management of the early years provision

All staff and the committee are committed to ensuring that children receive a high standard of care and are able to experience a wide range of learning opportunities despite the restriction of the accommodation being situated in an upstairs room. Appropriate use is made of the school's well-resourced playground and also the

nearby playing field. Currently a dance workshop on the field is being planned for this term. The planning of innovative and creative activities such as this extend children's experiences and enable them to make good progress towards meeting their early learning goals. There is a strong team ethos within the pre-school. Weekly planning and review meetings enable staff to assess the progress of individuals and to record this in their personal pathway files. Staff are skilled in observing children and know them well. If they have any concerns about their learning or development, advice is sought from other professionals or specialist support agencies. The provision meets the needs of children with special educational needs and/or disabilities well. The arrangements for safeguarding children are good.

The pre-school has successfully addressed the recommendations from the previous inspection. There has been a significant improvement in the organisation of daily activities. Risk assessments to ensure the safety of children are robust; staff have received training to ensure that they fully understand health and safety requirements. Assessment systems have been developed to record and track children's progress. Self-evaluation of the setting is regular and takes account of the views of parents and the committee. A suggestion box for parents or carers, and an annual questionnaire, gives them the opportunity to express their views. There is a good working partnership with parents and carers to resolve difficulties if they arise and to support their children if they are receiving additional support, such as speech therapy.

Links with the first school are good and children benefit from being able to use their facilities. The majority of children transfer into the Reception class and visit the class weekly. Key workers provide a link between pre-school and home or childminders. They are always available to speak to parents or carers at the end of sessions. Children's personal pathway books are shared with parents and carers to show the progress children are making in their learning and development. Termly newsletters keep parents and carers informed of pre-school activities.

The pre-school runs smoothly on a daily basis. A high priority is given to the welfare of children and all relevant policies and procedures are in place. Leaders recognise that current planning documentation does not clearly identify what children are expected to learn from their activities and how they match the six areas of learning for children of this age.

The quality and standards of the early years provision and outcomes for children

Children settle quickly into the welcoming and secure environment of the pre-school. By the time they start in the Reception class at primary school most have made good progress in their learning and development and have exceeded age-related expectations. It is very clear that children really enjoy coming to the pre-school and take a full part in all the activities offered. There is a happy buzz as they play well together and behaviour and relationships are excellent. They are encouraged to listen to each other's views and develop the ability to compromise. The wide range of resources are easily accessible to children so they are able to

make choices about what they would like to do. Children's awareness of other cultures is developed by celebrating the festivals of different faiths. The library contains a range of texts that celebrate diversity.

There is an appropriate balance between adult-led and child-initiated learning. Observations of children's play allows staff to record areas of learning that children willingly access and to identify those where children need more encouragement, such as activities to develop their early writing skills. Staff's good knowledge of the children enables them to encourage children to try activities that will ensure they make all round progress in their development. Staff have time to sit and listen to children's views and they incorporate what they would like to do into their daily activities. For example, the theme of the home corner is decided by the children, and independence is encouraged. For instance, children self-register themselves by recognising their name. Children know they are responsible for clearing up at the end of sessions. Opportunities are taken to reinforce numeracy skills, for example, through counting the number of children present at registration and for the more able to do simple addition and subtraction.

Good emphasis is placed on teaching children how to keep themselves safe and their understanding is excellent. Recently there has been a talk on road safety by the police entitled 'Arrive Alive'. Children understand the reasons why they have to wear high visibility jackets when walking to visit the local shops, church and recently the vet's surgery. They understand the need to observe basic hygiene rules, such as hand washing. Leaflets are given to parents about the contents of healthy lunchboxes and lunchtimes are used effectively to develop children's social and communication skills. At snack times children are encouraged to try a variety of foods, such as exotic fruit or naan breads. There is a quiet area for children to rest.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met