

# St Wilfrid's Pre-School

Inspection report for early years provision

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305335

**Inspection date**

07/07/2010

**Inspector**

Jane Shaw

**Setting address**

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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

St Wilfrid's Pre-School is run by a voluntary management committee and has been registered since 1987. It operates from an open plan classroom adjacent to the reception class within St. Wilfrid's Primary School, Hartford, Northwich, Cheshire. The pre-school also have access to a secure enclosed outdoor play space. The pre-school is open Monday to Friday from 9am to 3.15pm during term time.

The pre-school is registered on the Early Years Register. A maximum of 30 children aged two to five years may attend the settings at any one time. There are currently 68 children on roll who are within the Early Years Foundation Stage. The pre-school currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend from a wide catchment area. The pre-school provides funded early education for three and four-year-olds.

There are five members of staff who work within the pre-school, with additional staff available to cover. Of these, one holds an early years qualifications to level 3, four hold a level 2 qualification, and a further two members of staff are currently undertaking training. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school creates a welcoming and inclusive environment in which children are valued. Staff know the children very well and are able to successfully meet their individual needs. Good leadership and team working ensures children's care, welfare, learning and development are well promoted. As a result children make good progress towards the early learning goals. Partnerships with parents and carers are positive and support children's placements very well. Effective links with other professionals, schools and foundation stage teaching staff within the school complements the delivery of the Early Years Foundation Stage. Systems for self-evaluation are in place which reflects on the setting's practices and identifies strengths and highlights areas for development. The addressing of recommendations raised at the last inspection demonstrates the setting's capacity to maintain continuous improvement.

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

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

- ensure all staff have a clear understanding of their roles and responsibilities in implementing all policies and procedures
- ensure the daily record of the names of the children looked after on the premises consistently includes their hours of attendance.

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

Secure recruitment and vetting procedures are in place to ensure the suitability of all staff working with the children. Clear safeguarding, uncollected and missing child policies and procedures are in place to protect children's welfare. However, some staff are unclear regarding their roles and responsibilities in implementing these procedures. Most of the required records are appropriately maintained to promote the safe and efficient management of the pre-school. Children's attendance is recorded and regular headcounts are undertaken, however the register does not always consistently show children's hours of attendance. A high ratio of qualified staff are employed within the pre-school. They show a commitment to their ongoing professional development and enhancing their skills and knowledge through regular updates and training. Systems to promote children's safety are in place, these include policies and procedures, safe practices, risk assessments and daily checks within rooms. Children are also encouraged to develop and understanding of their own safety and are reminded about the safe use of tools and equipment.

The key person role is effectively implemented. This ensures records of children's development and achievements are kept up-to-date and that plans match individual children's needs. Weekly staff meetings take place to discuss planning, evaluation and children's development and achievements.

Positive partnerships with parents and carers are in place. They have access to written information about the setting, what it has to offer their children and how they link with the foundation stage unit within school. Plans are displayed and parents' evenings take place. Parents and carers spoken to confirm that they are very happy with the setting and what it offers their children in terms of care and education. Staff obtain relevant information about the children's starting points, abilities, interests, likes and dislikes enabling them to plan appropriate care, activities and opportunities. Staff liaise with Foundation Stage teaching staff on a regular basis which ensures continuity of care and learning. All children have equal access to all activities and opportunities and therefore the setting's commitment to inclusion is promoted. Management are aware of the importance of reflective practice and have implemented good systems for self-evaluation. The manager has also produced a clear and realistic development plan to improve the provision and outcomes for children. As a result, the setting's commitment to driving ambition and continuous improvement is clearly evident.

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

Staff have a good understanding of the Early Years Foundation Stage and as a result, children make good progress in their learning and development. Children have access to a wide range of activities based upon their interests, self-selection of resources, and planned topics. Children move freely between the indoor and outdoor environments accessing the varied resources available.

The organisation of the resources, the environment, daily routine and the effective deployment of staff ensures that children benefit from a wide range of experiences and opportunities. Effective team working by enthusiastic and committed staff supports children's learning, development and enjoyment. Plans are based around themes across the school, with some planned adult-led activities. Children also have the opportunity to make suggestions to staff which are then incorporated into the planning process. Key persons plan focused activities twice per day for their key group of children. All staff undertake spontaneous and focussed observations throughout the day, which show the children's progress and achievements. These are used effectively to plan the next steps in their learning. Trips away from the setting, such as the bank, cafe and post office to post letters, enhance and extend children's activities.

Children are developing good skills of independence. For example, children pour their own drinks at snack time, put on and take off outdoor and dressing up clothes with minimal assistance, and deal with personal tasks. Children's behaviour is good, they show care and consideration for one another as they sit quietly at circle and story time, listening to stories and one another talking. Children are proud of their achievements, for example as they proudly show the inspector the biscuits they made during a baking activity. Children's language and communication skills are developing very well as they discuss things they have done, plan games and negotiate roles within their imaginary play. All children have opportunities to make marks indoors and outside using a range of resources. For example, they make lists in the home area, use chalks on paper, and add their names to their paintings.

Staff encourage children to develop an understanding of number as they sing number rhymes and match and sort objects. Children competently use an interactive whiteboard to complete matching games. Activities and resources promote children's understanding of diversity. Physical development is well promoted. For example, children climb, ride bicycles, use scooters, and participate in tennis lessons. Children are introduced to a variety of craft activities and opportunities using many different techniques and media to explore their creativity. For example, they access water, sand, paint, using toy cars and have contributed to the building of a space rocket. They have access to a good range of musical instruments and staff develop children's listening skills through games, such as musical statues which helps them develop good skills for the future. Staff work closely together with parents, carers and other professionals to ensure that children's health and medical needs are well catered for. Children enjoy healthy snacks and drinks, and independently access drinking water at all times. They learn about the importance of having a healthy lifestyle through discussions with staff and planned activities, for example, looking at healthy foods and what they like to eat.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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

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