

St Pauls Pre-School

Inspection report for early years provision

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Inspector Alison Large

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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 Pauls Pre-school is a privately owned pre-school. It opened in 1995 and 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. It serves the local area. A maximum of 48 children may attend the pre-school at any one time. The group is open each weekday from 9.00 to 12.00 and on Monday Wednesday and Thursday from 12.30pm to 3.30pm during school term times.

There are currently 43 children from two years to the end of the early years age group on roll. The pre-school receives funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with special educational needs or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs eight members of staff. Six hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend at the pre-school and are cared for by friendly staff who meet children's welfare and learning needs with success. Equality and diversity are well promoted and the good range of resources mean that all children can take part at their own level. Staff set up a welcoming and stimulating environment for the children each day. The effectiveness of the provision has started to be monitored and evaluated so the setting becomes aware of all its strengths and any areas to develop, which ensures the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- further develop systems for self-evaluation through discussion with staff and parents to identify the settings strengths and priorities for development that will improve the quality for all children
- update policies and procedures in line with current guidance

The effectiveness of leadership and management of the early years provision

The safeguarding of children is prioritised. Recruitment procedures ensure that staff are suitable to work with children and all staff are aware of their roles and responsibilities. Staff have a good understanding of child protection issues and make daily safety checks to ensure that children can play safely. The emergency evacuation drill is practised regularly to ensure all staff and children are confident with the procedure to follow. A good range of policies and procedures are in place. However, some have still not been updated to meet current Early Years Foundation Stage requirements. The pre-school is organised to provide a learning environment that has colourful resources and access to well-resourced areas where children can explore freely. Staff have started to undertake some evaluation of activities and the session, but as a team have not yet fully reflected on the strengths of the setting or prioritised areas for improvement as recommended at their last inspection.

Children benefit from the good partnership between staff and parents. Parents are kept informed about what their child is learning through regular news letters and the settings notice board and they are encouraged to contribute to their children's assessment records. Parents stated they felt staff were approachable, supportive and welcoming. They are encouraged to come into the group with their children and have opportunities to meet with their child's key person. The pre-school also works effectively with other providers where children attend more than one setting, to ensure a shared understanding of their unique needs. Children with speech and language difficulties are well supported. Children are learning about wider society and differences through using resources that show positive images of diversity, such as books and dressing up clothes.

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

Children are happy and settled in the pre-school and they are able to access a wide range of resources and activities. They enjoy playing outside where they can have fresh air and exercise in all weathers. During creative play, they are able to experiment with the texture of dough and enjoy painting activities. Staff provide good support and interaction during activities. Younger children are becoming confident in their daily routines and good staff support helps them settle. Staff use information from parents and their own observations of children's progress to identify each child's learning needs. Planning and assessment has been developed to ensure activities and learning experiences fully support all children's interests and the next steps in their learning.

Effective measures ensure that children are learning how to stay safe. Staff discuss safety issues with them and ask them to think about the consequences of their actions, for example, running indoors. They are learning to adopt healthy lifestyles as they eat nutritious snacks, and discuss healthy eating. The children enjoy a

cafeteria style snack time, their personal independence is promoted as they pour their own drink and choose from the variety of options offered which can include fruit and vegetables. They learn why it is important to wash their hands after using the toilet and after messy play.

Children are making good progress as they take part in an exciting range of activities that cover all areas of their development. They have good opportunities to choose what they want to do. The environment is organised to allow children to move freely between the different areas. They are also able to decide whether to play outside and are able to play outdoors in most weathers. Children are very independent and confident and most are able to chat happily to their peers and to the staff. They are well behaved and forge good relationships with one another. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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	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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