

St Richard's Pre-School

Inspection report for early years provision

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Inspector	Shan Jones

Setting address	St Richard's Church Hall, Collingwood Road, Worthing, West Sussex, BN12 6HZ
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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*.

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.

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Description of the setting

St. Richard's Pre-School was registered in 1981 and is a privately owned group. It operates from St. Richard's Church Hall in Worthing, West Sussex. The group have access to one large playroom room and toilet facilities. There is a secure outdoor play area. The Pre-school is open five days a week during school term times from 9am to 12pm Mondays, Wednesdays and Fridays, with an optional extra one hour lunch club and from 9am to 3pm Tuesdays and Thursdays.

A maximum of 26 children aged from two to the end of the early year's age group may attend at any one time. There are currently 42 children on roll. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are seven members of staff. Of these five hold an appropriate early year's qualification. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the pre-school. The staff work hard to create a welcoming, and stimulating environment where children are safe and settled. Overall children make good progress towards the early learning goals and the systems for observation, assessment and planning continue to evolve. This is a fully inclusive setting where all children are recognised as individuals. The pre-school is led and managed by an experienced, motivated and enthusiastic manager who demonstrates a dedicated approach towards continuous development.

What steps need to be taken to improve provision further?

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

- review the observation, assessment and planning systems to ensure each child's next steps are used in leading future planning

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff undertake child protection training and are fully conversant with their duty to protect children. They all read the safeguarding policy as part of their induction training and again when this is updated. Effective

recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children. Detailed risk assessments and the many safety procedures are rigorously monitored to keep children safe at all times, for example staff consistently record accidents, existing injuries, and medication administered to children. Additionally, access to the premises is strictly monitored, and the system for recording visitors is consistently maintained to accurately record persons present in the setting.

The learning environment is very well organised with clearly defined areas which support children's learning and progress towards the early learning goals. Staff use a good range of positive images and resources within activities to enable children to learn about differences and respect each other's. They provide children with a wide range of resources, both indoors and in the outdoor environment. The children are supported by staff, who work with other agencies and providers if necessary, to overcome any barriers to achievement. The setting demonstrates a strong capacity to continually improve the service and drive improvement through evaluating practices in order to identify areas of strength and areas for improvement. For instance, they plan to develop the outdoor area further to provide a richer learning environment for the children. All actions and recommendations from the previous inspection have been securely met to improve the service and enhance the outcomes for children. Clear policies and procedures, known to all staff and shared with parents, are regularly reviewed and updated to ensure the efficient management of the setting.

The relationship with parents is good and the setting promotes a shared approach to the children's learning and development. For example, information is shared daily on a written and verbal basis with parents about their child's activities. Furthermore, detailed notice boards and regular newsletters all contribute to parents' involvement. Parents speak highly of the setting, comments include; "I think St Richards gives my child a great environment for playing and learning and he always has a positive experience". Communication books have been set up to share information between other settings that the children may attend to develop positive partnerships which help to meet the children's individual needs.

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

Children arrive at the setting happy and keen to participate. They quickly learn the daily routines and enthusiastically take part in the full range of activities provided. They move freely and confidently between the indoor and outside environments, making choices of activities and interacting well with both staff and their peers. Observation, planning and assessment systems have recently been revised and include the observations and comments of parents which mean that children's progress is tracked and shared. However, sometimes the next steps in children's learning, although known and recorded by their key worker, are not linked to the planning of activities. To further enhance each child's individual learning and development. Children's understanding of communication and mathematical concepts are progressing well which helps to develop their skills for the future.

They are good at listening in whole group activities and have many opportunities to practise their emergent writing skills, for example by using crayons and pens indoors and painting with water using large brushes outside. All children have free access to a good range of books in a quiet comfortable area, which encourages children to look at and enjoy them. Children regularly enjoy visits from the 'book bus' where they engage in lively story telling sessions. Children show their creativity and imaginations through art, dressing up and by making their own tunes with musical instruments.

Staff maximise children's learning opportunities by asking them questions to encourage them to think and problem solve for themselves. Children develop a good understanding of technology and use the computer with confidence. They play a variety of educational games as well as gaining good control of the mouse and learning basic functions such as clicking and dragging. Resources are adapted to ensure all children can take part and those that require additional help are very well supported by the staff. Children develop good fine and gross motor skills by using a wide range of resources to promote their physical development. Children enjoy learning about nature and lifecycles as they discuss how caterpillars evolve and then emerge as butterflies. Photographs depict the children's obvious fascination as they handle a mackerel and explore its eyes, mouth and gills. Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned craft activities, play dough and joining in with singing and action rhymes.

Physical activity is part of the setting's policy to promote a healthy lifestyle with children. They are provided with healthy snacks and learn positive routines of hygiene through hand washing and use of tissues. Children learn about how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children regularly engage in emergency evacuation procedures and are gently reminded how to use equipment safely. Staff present themselves as positive role models for the children's behaviour. The children's behaviour is good. From an early age, they learn to take turns and share equipment. They are encouraged to help tidy away equipment and help with tasks, such as spreading their own butter on their crackers and bread. Children know what is expected through familiar routines and explanations and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Children learn to value and respect peoples differences through the celebration of traditions and festivals and regularly access resources which positively reflect race, gender and disability. They thoroughly enjoy the celebration of Chinese New Year and learn about aspects of the festival as they create an elaborate colourful dragon. Children who have special educational needs and/or disabilities and those who speak English as an additional language are well supported throughout the pre-school.

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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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