

St Pauls Pre-School

Inspection report for early years provision

Unique reference number EY152328
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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 Paul's pre-school opened in 2000. It operates from a large church hall in Hadley Wood, London borough of Enfield. A maximum of 26 children may attend at any one time. The pre-school is open each weekday from 09:15 to 12:15 during school term times. They have a lunch club on Mondays, Wednesday's and Fridays from 12:15 to 13:30. All children share access to a secure enclosed outdoor area within the grounds of the church. There are currently 27 children on roll in the early years age range. The nursery is registered on the Early Years Register and both parts of the Childcare Register. The pre-school employs nine staff including the manager, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and welcoming child-centred provision. Children make good progress in their learning as staff effectively plan for each child's individual learning styles and thus ensures competent systems are in place to offer them consistent challenges. Plans for children's next steps are in place; however they are not always consistently completed. Staff promote children's welfare and learning through many robust policies and procedures and the organisation of the resources are highly effective. The nursery has a good capacity to maintain continuous improvement as the staff team work together to create an effective self evaluation, highlighting most areas in their practice. The setting have a committed approach to gauging the views of both children and parents. Inclusion is a very strong feature of the nursery and highly effective systems are in place to ensure all children are included and they share information with outside agencies to maintain consistency of care.

What steps need to be taken to improve provision further?

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

- improve existing observations to ensure that next steps are consistently completed for every child
- further develop self evaluation systems to identify strengths and weaknesses for all areas of the provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Staff have a good understanding of child protection procedures and know how to implement these effectively to protect the children. All visitors are required to sign in and out of the visitor's book, to ensure

a full record of everyone coming into contact with the children is maintained. Robust recruitment and vetting procedures ensure that all adults working at the setting are suitable to do so. The nursery has in place a comprehensive range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage (EYFS).

The play and learning environment is extremely organised to promote independence in children in all routines. The rooms are safe and secure at all times, full and through written risk assessments are carried out and reviewed regularly to ensure the safety of the children.

The management has a positive attitude and clear vision for the nursery. Self evaluation involves the staff team as they work together to build on the good practise and make plans for future improvements. Staff deployment is excellent, ensuring all children are fully supervised and receive support and encouragement throughout the day.

The nursery team demonstrate high aspirations for promoting quality care and education for children. The strong focus on engaging with its users and reviewing nursery practices helps to bring about positive outcomes for children. Self-evaluation systems demonstrate that the provision is confident in identifying clear targets to bring about continuous improvement within the setting. However not all areas of practice are recorded. All staff are involved in an appraisal system; this enables them to identify their individual strengths, weaknesses and training needs.

Inclusion is a very important part of their practice. Staff are highly effectively in the promotion of equality and diversity within the nursery. Children's awareness of the society in which they live is incorporated within the planning of activities and experiences that they enjoy whilst at nursery. The environment positively reflects the wider community as children access an extremely extensive range of resources that help to promote a positive approach towards diversity and inclusion. Staff are very well-deployed throughout the provision, ensuring that children receive good support and access to a wide variety of resources. Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the provision. There are good partnerships with both parents and the outside nursery schools that children attend which contribute fully to their integrated care and education. Parents receive comprehensive information about the educational programme, and receive regular reports on their children's achievements and progress. Discussions with parents confirm their high level of appreciation and respect for the provision. Parents comments include: "we are delighted with the nursery, our child is very happy and is always excited to come"; and "we receive good feedback from staff who are very approachable."

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

Staff have a good understanding of how children learn and use their working in knowledge, combined with an effective settling in process to coincide with meeting children's development needs against the Early Years Foundation Stage. Staff

spend time observing the children and use this information to identify their individual next learning steps. The next steps are then used to assess and track their progress alongside the development matters and activities are planned accordingly. However, not all next steps are consistently completed. The written plans are clearly linked to all the areas of learning and ongoing assessments map their progression and highlight their future learning opportunities; consequently children are making good progress towards the early learning goals.

The environment is prepared with materials designed for children's self-directed learning. Children confidently choose activities they wish to explore from an extensive and purposeful range of resources available. Staff get to know the children extremely well and they are aware of their individual needs. As a result, interaction and conversation is purposeful, supporting the children, extending and challenging them as necessary to ensure they continue to make progress.

Staff plan a broad range of exciting activities and experiences which are geared around the children's individual interests and abilities. The outdoor area reflects indoor planning, so children may receive continuous learning, should they wish to venture outside. They benefit from a very exciting outdoor area, where they engage in uninterrupted play, in a highly effective resourced garden; filled with a variety of interesting and challenging activities. For example, they have a lot of tyres that are converted into plant pots, where children grow various herbs or simply revel in digging in mud pits with a multitude of garden tools. Staff skilfully utilise all these experiences to enhance children's learning. For example, children are developing an understanding of their natural environment as they help to grow produce that they can eat.

Children have many positive opportunities to develop their independence and self-care skills as they confidently move around their environment. For example, children are encouraged to serve themselves fruit at snack time and pour their own water which further develops their sense of responsibility.

Children are extremely happy and busy within their environment. It is evident that they have established secure and trusting relationships with the staff team and feel safe. For example, during circle time children and staff greet each other and have time to express their thoughts with everyone. Children also enjoy singing and story-time sessions where they are encouraged to express themselves through gestures and movement. Thus there is a good focus on promoting communication. Children are developing many important language and literacy skills as they confidently articulate themselves when engaging in daily routines. They have very good opportunities to use a variety of mark-making resources within their play to support their early writing skills; such as painting, dough, and various sized pens and pencils. Children develop good mathematical concepts reinforced through a varied range of activities and experiences which involve problem solving.

Children's well-being is prioritised by staff who ensure that children keep safe and healthy whilst in their care. The promotion of children's good health is paramount and is promoted through their healthy, wholesome and nutritious snacks and packed lunches. Staff follow excellent personal hygiene procedures which are promoted to children throughout the day. Children have excellent opportunities to get fresh air and enjoy energetic play. They rise to the challenges of balancing and riding wheeled resources in the outside play area. Consequently, children are acquiring good physical skills. Children are learning how to stay safe as staff reinforce safe practices within the provision. For example, children are gently

reminded to clear away after play and Children's knowledge and understanding of safety issues is further enhanced through regular fire drills and ongoing topics. Overall, children display exemplary behaviour; older children are polite and respectful of each other as they learn the importance of taking turns and waiting for their opportunity to speak during circle times. As a result, children learn effectively through play and develop many important learning and development skills which help to set secure foundations for their future learning.

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

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| 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

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| 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 | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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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| 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

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| 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 | 1 |
| The extent to which children make a positive contribution | 1 |
| 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