

St Johns Pre-School Group

Inspection report for early years provision

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Inspector	Catherine Greenwood
Setting address	St Johns Hall, St. Johns Road, Cove, Farnborough, Hampshire, GU14 9RH
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Type of setting	Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Johns Pre-School Group is a registered charity and is managed by a parent committee. It has been registered since 1964. It operates from a church hall in a residential road in Farnborough, Hampshire. The premises include a large hall and smaller annex, with kitchen and toilet facilities. All children share access to an enclosed outdoor play area. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years to under five years may be cared for at any one time. There are currently 44 children on roll in the early years age group. The setting provides support for children who are learning English as an additional language. The provision opens five days a week on Monday, Tuesday, Wednesday and Friday from 9.15am to 12.15pm. Afternoon sessions run on Monday, Tuesday, Wednesday and Thursday from 12.30pm to 3.00pm, term time only. Children who stay for both sessions bring a packed lunch. The provision employs six staff, of these, five hold early years qualifications. Two additional staff are employed over the lunchtime period. The provision is part of a support network sharing expertise with other local groups and schools. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The key strengths of this provision are the welcoming environment, effective partnership with parents and the observant and supportive staff. Children's individual needs are well met and they make good progress in most areas of their learning. The manager has a clear vision for the future and is constantly looking for ways to improve the provision. Since the last inspection, staff have worked as a team to implement changes that have improved most outcomes for children, demonstrating a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the opportunities for children to show an interest in Information and Communication Technology, for example, by making the computer and programmable toys easily accessible
- develop a more systematic and routine approach to recording observations and assessments in order to plan the next steps in all areas of children's developmental progress and match them to the areas of learning
- improve children's understanding by verbally clarifying ideas and asking open questions to challenge and extend children's thinking.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded. The manager, who is the named child protection officer, has a good understanding of safeguarding procedures. She provides staff with current information and nominates them to attend child protection training. There are effective systems in place to ensure staff suitability. Children are well supervised at all times, and the record of risk assessment covers all areas of the provision so they can play safely.

Self-evaluation records show that staff work together well as a team to implement improvements to the provision. They seek parents views through on-going communication, and newsletters which are sent out each half-term. Since the last inspection, all recommendations have been met and significant improvements made. For example, sessions have become less adult-led, which has improved the opportunities for children to make independent choices in their play. In addition, the outside play area has been fitted with soft surfacing, which enables children to play outside, all year round. Aims for future development are identified on a continuing basis.

The large hall is set up attractively to inspire and motivate children to learn through play. Consequently, they are well occupied and included throughout each session. Staff are well deployed and work well as a team so children are effectively supported and can choose from a broad range of resources. Children's understanding of equality is promoted as they take part in activities that celebrate different events within the wider world. For example, they make masks for Chinese New Year, and lights for Diwali. They use a range of resources that reflect positive images of diversity such as puzzles, books and dolls. This helps children to value the diverse society in which they live. Children who are learning English as an additional language are given additional support so they are fully included in all aspects of the provision.

The provision works closely with other early years providers such as childminders and local schools. Teachers visit to discuss children's individual needs with key people. This promotes continuity in children's care and learning. Good communication with the local inclusion officer means staff and parents receive support and advice when there are concerns about children's development. Communication between staff, children and parents is extremely positive. Staff actively engage with parents and discuss children's individual needs. Parents are happy with the provision. They say 'the staff are really good with the children and are very welcoming and make the children feel secure'.

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

Children are very happy and settled. On arrival they show enthusiasm and confidence as they choose resources and start playing immediately. They are self-motivated in their play and form close relationships with staff and their peers. Children are encouraged to talk about themselves and get to know each other, particularly when they are new to the provision. This promotes their inclusion and ability to form friendships. Children are very well behaved and co-operative, as they help to tidy up at the end of each session and as they take part in large adult-led group activities. Children are confident communicators and are keen to share their ideas with each other during their play. Staff provide children with lots of support to help them achieve their aims and talk to children in a positive and encouraging way. However, they do not always clarify ideas or ask open questions to promote children's understanding and extend their thinking.

Children count confidently. For example, they count the number of children and adults present. Children learn about shape and size through planned activities and show a good ability to complete complicated puzzles. The celebration of festivals such as Diwali, Harvest festival and Christmas, and planned activities about the forthcoming Olympics and Queens Diamond Jubilee, help children to learn about the wider world. Children have occasional supervised access to a computer. However, the inaccessibility of information and communication technology and programmable toys restricts their progress in this area.

Children move freely between the inside and outside play areas for most of the session and so have plenty of opportunities to be active and develop their physical skills. They understand how being active helps them to keep healthy. Children enjoy riding scooters with energy and enthusiasm, for example. Staff help children as they climb along a large caterpillar developing their confidence and improve their balancing skills. Children show a strong sense of security and understand the issues relating to safety. For example, they take part in regular fire evacuation practices and follow the rules for outside play to help keep them and other safe. Children are very confident and self-assured due to the reassuring and attentive staff and the positive partnership with parents. All children can help themselves to drinking water, and enjoy healthy food. On arrival at the provision, they enjoy eating toast, and snack time is used to help children understand the importance of healthy eating. Children follow good hygiene practices throughout the session.

Staff make good use of monthly team meetings to plan a good range of activities for each term. opportunities for children to initiate their own learning. Staff have a good knowledge of children's individual achievements. However, they do not consistently record their observations or match children's achievements to all aspects of the early learning goals to plan the next steps in all areas of 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

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