

# St Pauls Pre-School

Fair Oak Road, Eastleigh, Hampshire, SO50 8LQ

<b>Inspection date</b>	09/07/2014
Previous inspection date	15/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision requires improvement

- Staff are sensitive and help children to form secure emotional attachments, providing a strong base for children's learning and well-being.
- Staff support children's communication and language development well.
- Management have begun to use effective systems to evaluate the provision, which are bringing about improvements for children.

### It is not yet good because

- The record of children's attendance is not always maintained accurately.
- Some staff do not plan effectively, therefore, they do not fully help children to move forward in their learning and development.
- Staff do not always work with parents effectively to help children learn about healthy eating, or to guide them further about how they can promote their child's learning at home.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the hall and the garden.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the deputy.
- The inspector sampled a range of documentation, including children's records, records of staff appraisals and self-evaluation, and safeguarding procedures.

## Inspector

Jacqueline Munden

## Full report

### Information about the setting

St Pauls Pre-school is a privately owned pre-school. It registered in 1995 and is located in the Bishopstoke area of Eastleigh. It operates from a room in a church hall with an enclosed outdoor play area. The setting is registered on the Early Years Register. The pre-school is open each weekday from 9am to 12 noon, and on Monday Wednesday and Thursday from 12.30pm to 3.30pm, during school term times. There are currently 32 children on roll, aged from two years to the end of the early years age group. The provider receives funding for the provision of free early education to children aged three and four years. Children come from a wide catchment area and are able to attend for a variety of sessions. The staff care for a number of children with special educational needs and/or disabilities, and children who learn English as an additional language. The provider employs nine members of staff, including the owner who is the manager. Of these, eight hold a recognised early years qualification.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- make sure that each child's next steps needed in learning are purposeful with clear learning intentions, and that all staff plan tailored activities to meet children's needs and help them make good progress
- maintain an accurate record of the children's hours of attendance
- improve the programme for physical development, in partnership with parents, by teaching children about making healthy choices in relation to food.

**To further improve the quality of the early years provision the provider should:**

- develop children's learning further by providing guidance and information to parents and carers about ways of supporting their children's learning at home.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Overall, children are making sound progress in relation to their initial skills and abilities. This includes children with special educational needs and/or disabilities, and those who are learning English as an additional language. Recent improvements to the educational

programmes mean that children enjoy a wider range of activities. These cover all areas of learning and are available at each session. Staff change some of the activities after lunch so that children staying all day are offered new experiences. Staff are generally clear about the intended learning outcomes of different activities. For example, they are able to explain that children are learning about volume and measurement as they play in the water tray. Staff use mathematical words to describe what the children are doing and to teach them new words such as, 'pouring' and 'jug', as they fill jugs with water. Staff engage children by making activities fun and gaining eye contact when speaking. This input also helps children learning English to develop their language skills as they repeat words.

Staff have developed their knowledge about how to promote children's communication and language skills. They recognise the benefits of working in small groups, for example, as specific children join the language group each session. This is proving to have a particularly positive impact on children learning English as an additional language and those children with communication difficulties. Records show children are progressing well in their language skills and that they are meeting the next planned steps in their learning in this respect. However, the recent improvements to the observation, assessment and planning processes are not fully effective overall. There are inconsistencies in how some staff plan the targeted next steps in learning for their key children. Staff are not always precise about what they are going to focus on to help the child to achieve and how they will go about doing so. Therefore, some children do not make the best possible progress overall.

Staff use picture time lines to help children with special educational needs to understand the daily routines and to enable them to take part. Children have opportunities to learn about diversity and the world around them. For example, they take part in some activities that teach them about different traditions and cultures, which develops their understanding of the world around them.

Children enjoy initiating their own play. Most staff recognise when to step in and offer support, and when to stand back and allow children to try out their own ideas. When playing outside, a small group of children pick up a ball and begin to throw it. Staff suggest making a circle and throwing to each other. A member of staff demonstrates by throwing the ball and saying the names of the children as she throws to them. The other children follow her lead and soon they are all familiar with each other's names and proudly shout, 'I caught it' as they practise their ball skills. Staff step back and allow the children to change the game, now rolling it in to the goal. Children organise themselves and decide whose turn it is to be in goal. Staff observe the continually changing group of children and offer different equipment that excites and challenges them. For example, they help children to increase their understanding as they demonstrate how to use an egg and spoon and tell children they need to balance the egg. Children develop physical skills and control over their bodies as they carefully carry the egg in the spoon, racing faster and faster. Pairs of children take it in turns to race and to call out the starting instructions such as, 'Ready, steady go'. As a result, children are developing confidence and are motivated to learn and play together.

Parents are now involved in contributing to their child's development records and staff

have begun to encourage them to support their child's learning at home. For example, children borrow books from the pre-school and take them home to share with their parents. However, staff do not always share ideas and good quality information with parents about how they can fully promote their children's learning at home. This results in fewer opportunities for parents to be actively involved in their children's learning.

### **The contribution of the early years provision to the well-being of children**

Children are very settled and comfortable in the pre-school and develop friendly, trusting relationships with their key person. They often approach staff to talk about events at home and to ask for equipment. This shows they feel safe and secure. Firm friendships amongst the children develop, because staff encourage them to negotiate and respect each other. Children get to know each other through routines and while working in their small language groups. Children behave well and are often busy and engaged in routine activities with others. For example, they play with the modelling dough, passing and sharing the tools and talking about what they are making. Staff support children in developing their skills of negotiation as they work out their differences. For example, they suggest children playing football ask other children who are pretending to be cats, to move away from the goal. The cats listen and happily crawl away. Staff explain how they use skills learnt at the recent behaviour management training they have attended to meet the needs of specific children. They say that using a sand timer for example, helps children to understand how to take turns and helps them to develop the skills to manage their feelings. This promotes their ability to cooperate with and consider others.

Children are learning the importance of keeping themselves safe as staff consistently remind them not to run indoors. Staff take the time to ask children why it is not safe and what the consequences of their behaviour might be. Therefore, children are thinking critically about what they are doing and how to prevent accidents. Effective hygiene routines and healthy snacks help children learn about the importance of a healthy lifestyle. Staff use the daily routines to promote children's independence well. Children can choose when to take their snack and pour their own drinks. The staff offer effective support to children in their last term as they prepare to move on to school. Staff use positive discussions with the children, and look at books to increase children's confidence and help to prepare them for this move.

Areas of play are clearly defined in the room and in the garden. There is a wide choice of resources available that meet the development levels of children and encourage cooperation. However, staff do not encourage children to develop a good awareness of healthy eating, because they do not work effectively with parents to provide healthy lunches from home. This reduces children's awareness of adopting healthy eating practices. Children benefit from spending lots of time outdoors playing and learning in the fresh air. Children identify the need to wear sun hats on hot days, showing they are learning to keep well. There are some labels and signs showing pictures and words. These help children to understand that text has meaning and promotes the children's early literacy skills. Some words are displayed in children's home languages and staff use

familiar words with children learning English as an additional language to help them settle.

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

Staff are clear of the child protection procedures to follow should they have a concern about a child in their care. All staff undergo a thorough induction that informs them of their roles and responsibilities in helping to protect children. They are alert and supervise children closely to keep them safe. Robust vetting and recruitment procedures ensure all adults working with children are suitable. The owner, who is also the manager, has implemented many changes since the last inspection. She has improved safety in the setting by reviewing risk assessments and taking effective steps to minimise hazards. She makes sure all children and staff know how to evacuate the premises in case of a fire. She repeats the exercise when staff do not follow the required procedure to ensure they know how to keep children safe. Most required information is in place, although a record of children's attendance is not accurately maintained. This is a breach of the Early Years Foundation Stage requirements. This does not significantly affect children's welfare because suitably qualified staff are in place and staffing ratios were seen to be maintained at all times during the inspection. In addition, staff are deployed well to meet children's needs throughout the day.

The manager and her deputy work closely to implement new systems for evaluating the setting. They follow a clear action plan that is helping them to bring about a steady line of improvements for children. They have welcomed support from the local authority and begun to obtain feedback from parents to help them. Management has sought relevant training from other professionals to help their staff improve their practice. This has a positive impact on how staff manage children's behaviour. Therefore, significant improvements have been made since the last inspection.

The manager and deputy have taken steps to meet the learning and development requirements of the Early Years Foundation Stage. They and their staff have visited other settings to observe effective practice showing they are keen to develop their skills. Overall, staff provide a suitable range of experiences in the everyday planning to promote children's learning. Management monitors children's progress using a tracking sheet. The manager has employed a new member of staff with the skills needed to help all staff increase their understanding of the assessment and planning process. Staff are trialling a new system to record the planned next steps and how they will support children to meet them, so the action set at the last inspection has been met. However, the new systems are not yet embedded or effective to ensure all children's learning is fully promoted effectively.

Partnership with parents is developing. They report that information sharing has increased over the last year and that they enjoy being told how their children are progressing. Some report their children are beginning to write their names and are very happy at the pre-school. Staff do not work consistently with parents to help children to learn about healthy eating by providing information about foods that make up a healthy lunch box that

children being to pre-school. The manager knows the benefits of working with other providers children may attend. She makes contact with the schools that the children will go on to and invites teachers to visit to meet the children. Staff work closely with outside agencies such as, speech and language therapists, to support children with communication difficulties. This has a positive impact on children's learning and welfare.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	109811
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	974378
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Christine Mary Derin
<b>Date of previous inspection</b>	15/05/2013
<b>Telephone number</b>	07775508332

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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