

St Helen's Pre-School

Inspection report for early years provision

Unique reference number	EY306172
Inspection date	25/11/2008
Inspector	Hilary Elizabeth Tierney
Setting address	Jubilee Hall, Greenhill, Alveston, BRISTOL, BS35 2QX
Telephone number	07717 216762
Email	
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

St Helen's Pre-School moved to their current location in 2005, which is the Jubilee Hall, in Greenhill, Alveston, Bristol, which is opposite St Helen's School. Children have access to the main hall, a side room and a designated, fully enclosed outside play space. The pre-school serves the local area. The provider is on the Early Years Register.

The group provide care for a maximum of 26 children and there are currently 28 children on roll, of these 16 children receive funding for early education. The group are open on Monday, Tuesday, Wednesday, Thursday and Friday mornings from 09.15 to 11.45. On Monday, Wednesday and Friday the session includes a lunch club which runs from 11.45 until 12.45. There is a Monday afternoon session from 12.45 until 15.15. The staff have experience of supporting children with learning difficulties and/or disabilities.

The nursery employs six members of staff. Of these five hold appropriate early years qualifications, one has Early Years Professional Status and one is working towards a level 3 qualification. The staff are supported by parents on rota duty.

Overall effectiveness of the early years provision

All children are included and enjoy their time at the group, they are eager to learn and actively engage in the interesting, stimulating activities provided for them. Although staff are aware of areas for improvement they have not yet formally completed self-evaluation. The key person system works effectively and staff recognise that children are individuals and treat them accordingly. The partnership with parents is satisfactory and their involvement in the setting is encouraged.

What steps need to be taken to improve provision further?

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

- continue to review all policies and procedures regularly with particular reference to the complaints procedure
- develop further the links between sensitive observational assessments and planning so that all adults are informed and all children's needs are met.

To fully meet the specific requirements of the EYFS, the registered person must:

- complete detailed risk assessments daily to help to identify and reduce hazards to children (Safeguarding and promoting children's welfare)

05/12/2008

The leadership and management of the early years provision

Staff strive to provide challenging and interesting activities for children. There is a suitable balance between adult and child-led activities, with children given plenty of free choice between playing inside or outside. Observational assessments and planning of activities are not linked fully, this means that all adults are not easily able to identify children's interests or those who require extension or extra support in their learning and development. The key person system works well, which means that staff know children and their families and are able to support them effectively. Suitable procedures for the recruitment and checking of staff are in place. The committee are supportive of staff and regular meetings between them ensures good communication. Staff are currently in the process of reviewing policies and procedures, but these still require attention to ensure the setting is able to meet the welfare of children adequately.

Children are safeguarded appropriately and learn to keep themselves safe during play, for example, staff carefully explain to children the consequences of their actions. Good supervision and ratios ensure children are kept safe as they play. However, staff have not completed detailed daily risk assessments to help them identify and reduce hazards to children. Clear routines ensure children's good health is promoted and steps are taken to prevent the spread of infection, for example, children are encouraged to wash their hands after blowing their noses, before they eat and after using the toilet.

Parents spoken to are very happy with the care provided and those of children who have recently started to attend are pleased with how quickly their child has settled. They are happy with the information they are provided with and the termly meetings to discuss their child's progress. Daily information is shared at the end of the day as parents collect their child, a sheet with details of what has been happening that day is put on the door for them to see and staff also discuss any issues with parents.

The quality and standards of the early years provision

Children are welcomed into a friendly, warm environment where they play happily and safely. Staff are good role models and work effectively as a team to help children learn and develop. Children are able to make choices for themselves, for example, they are able to select from an interesting range of activities inside such as music, floor puzzles, role play, and creative play. Staff ensure children have easy access to the enclosed outside area, the doors from the playroom are left open for most of the sessions. Children understand they need coats, gloves, hats and Wellingtons boots on before going outside, a member of staff always accompanies children. Children were seen having a lovely time outside playing with free painting, bikes, making streamers and watching them blow in the wind and playing a game of dominoes.

Children are progressing satisfactorily in all areas of learning, they are active learners and are developing a sense of independence through careful planning of

activities by the staff. For example, the free flow snack time helps children to make a choice of when they want a snack. They are able to help themselves to a selection of fruit, milk or water and then they wash their own cups and plates up. Children are able to develop their sense of imagination and creativity, for example, a den was created by staff with a play tent and screens, children took great delight in playing in this and enjoyed the flashing sensory lights, and treasure baskets that help develop their sense of smell and feel. Children have access to a range of dressing up clothes and enjoy role play. They are able to access books easily and enjoy having stories read to them.

Staff are aware of children's individual needs, they strive hard to meet them and are developing good relationships with their key children. Resources are in good condition, easily accessible, safe and suitable for children of differing ages. Children are happy, confident, and able to move around safely both inside and outside the building.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.