

St Mary's Pre-School & St Mary's Youth Club Holiday Playscheme

Inspection report for early years provision

Unique reference number	EY411577
Inspection date	24/05/2011
Inspector	Liz Corr
Setting address	St. Marys Church, St. Marys Church Office, 302d Upper Street, LONDON, N1 2TX
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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 Mary's Pre-School & St Mary's Youth Club Holiday Play scheme are run jointly by St Mary Islington Community Partnership. The setting was registered in 2010 and formerly registered in 1994 at the same premises. The setting operates from the Neighbourhood Centre next to St Mary's Church in the London Borough of Islington. Children access a large open plan room and enclosed outdoor play area. The Pre-School is open during term times between 9.00am and 4.00pm.

The setting is registered on the Early Years Register and the voluntary part of the Childcare Register. A maximum of 24 children in the early years age group may attend the setting at any one time. There is no provision for children aged under two years. There is no provision for overnight care. There are currently 32 children on roll in the early years age group, some in part time places. 28 children are provided with funding for early years education. The setting also supports children learning English as an additional language. The setting employs four staff ; three of whom hold suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled here. Secure relationships have been developed with parents and this ensures that children's individual needs are shared with staff. The setting is committed to making continuous improvements and uses the process of self-evaluation well. Children's welfare is generally very well provided for. However, one requirement has not been met as staff have not renewed their first aid certificates. The setting provides an inclusive service and promotes equality and diversity well.

What steps need to be taken to improve provision further?

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

- further extend the planning of activities to ensure the needs of older children are fully met.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of child protection and safeguarding issues. They understand the procedures to follow should they have any concerns about the welfare of a child within their care. Staff are experienced in dealing effectively with any accidents at the setting. All accidents are recorded and records are counter-signed by parents. However, one requirement has not been met as staff

have not renewed their first aid certificates.

The setting is committed to providing a safe and secure environment for children and as a result, action is taken to ensure that risks are minimised so children can play safely. Comprehensive risk assessments are carried out for both the premises and individual outings. Fire drills are practised regularly so that all children understand what to do and how to behave in an emergency situation.

The setting is committed to making continuous improvements. They have established useful ways to evaluate their provision. Staff, parents and children are provided with opportunities to express their views about the setting and any areas they would like to be changed or improved. Furthermore, the setting has worked in partnership with the local authority's early years service to reflect on their current practice and prioritise improvements.

Good relationships have been developed with parents. Systems for communication are effective and well organised. Parents benefit from daily discussions with staff, regular newsletters and surveys. Written information about children's developmental progress is easily accessible to parents. Staff provide more formal details to parents each term. Feedback from parents about the service is positive. For example, they feel their children have made good progress here and that this is a very welcoming setting. Staff are experienced in working in partnership with other agencies to support children's welfare and development in partnership with parents.

The setting provides an inclusive service. They have good knowledge of children's individual backgrounds and needs. Staff encourage parents to provide information about their children's likes and interests at the beginning of the placement. Children who speak English as an additional language are provided with good support; staff ensure they have key words in the child's home language. Staff are mindful of the importance of promoting equality between girls and boys which further promotes inclusion at the setting.

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

Children benefit from staff member's knowledge of the Early Years Foundation Stage. As a result, they are provided with a good range of activities and experiences that promote their interest in learning and help them to make progress towards the early learning goals.

Staff encourage their interest in the areas of counting and number recognition during everyday activities. For example, during modelling activities using plasticine children are encouraged to form numbers. During singing sessions they have good opportunities to learn simple subtraction and counting.

Children enjoy recognising their names and those of the other children as they place their name cards on their photos each day. They develop language skills as

they listen to their favourite stories during small and larger group sessions. Furthermore they access a good selection of interesting books in their book area. This all helps to support their understanding of print having meaning and develop their communication skills.

Staff regularly observe children's progress and document this in their individual profiles for parents to share. Parents are encouraged to participate in activities and to feel included in their child's learning.

The setting is committed to supporting children's understanding of the diversity of people within the local community. There are appropriate resources available showing different skin tones and positive images of disability. All children, regardless of background, are made to feel welcome and parents with limited English are well supported. Appropriate festivals and cultural events are celebrated.

Children benefit from consistent support and attention provided by the staff in this well resourced setting. They confidently approach the adults when they need help and support or just to share what they are doing. Staff know the children well and show genuine interest in their individual lives.

The setting uses Information Technology to support learning as the children have access to a PC and can access suitable websites. They also play with audio tapes and CDs to listen to books and music during the day. There are opportunities to practice mark making using chalk boards and outside using water to 'paint' numbers and letters.

Children are generally very involved in their play and behave well. However, on occasions older children are not sufficiently challenged and as a result, their behaviour deteriorates. Children enjoy opportunities for developing their independence skills as they take turns to choose the outdoor equipment. Furthermore, the setting has just introduced a system to help children make choices about the resources they play with each day.

Children's health is well promoted as they regularly access the outdoor area and are keen to take part physical play each day. They thoroughly enjoy riding their scooters in the designated area and learn to share with the other children as they take turns. They are learning the importance of hand washing as they are reminded to wash their hands before their meals and after using the toilet. They are able to easily access drinking water at the setting during the day. Children are learning the importance of safe behaviour as they are reminded that it can be dangerous to run indoors.

Lunchtime food is provided by parents and is stored appropriately and reheated in line with food hygiene guidelines. The children are led in a prayer by staff before they begin to eat. The children understand the importance of sitting whilst eating and, generally, mealtimes are a social event with children talking happily together.

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 voluntary part of the Childcare Register are:

Met