

St John's Pre-School

Inspection report for early years provision

Unique reference number 322041
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Inspector Rachel Ayo

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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 John's Pre-School has been registered since 1971 and is managed by a voluntary committee. The pre-school runs from the ground floor of St John's Parish Centre in the Wentworth area of Wakefield in West Yorkshire. The room is accessed internally via a flight of stairs and a ramp is fitted to enable access to the pre-school room and the outdoor area. The pre-school occasionally makes use of a first floor room within the parish centre. A kitchen and hall on the upper first floor, accessed via a small number of steps, are also used for the children to access short planned activities. There is a fully enclosed outdoor area. The pre-school operates during term time only from 8.55am to 3.15pm. A variety of sessions are offered including full day care which incorporates a lunch club. The children who attend are primarily from the local community.

The pre-school is registered to care for a maximum of 24 children under eight years at any one time, all of whom may be in the early years age range. There are currently 30 children aged from two to under five years on roll attending a variety of sessions. The pre-school currently supports children for whom English is an additional language. Funded nursery education is provided for those children eligible to receive this.

There are four members of staff who work directly with the children, including the manager. There is an additional staff member who works as and when she is required. All members of staff have appropriate childcare qualifications at level 3 or above. There are three staff members working towards the Foundation Degree who have also gained a certificate in early years practice. The pre-school receives regular support from their local authority and the reception teacher from the local school. It is affiliated to the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted well overall, although certain requirements are not fully met. Children are happy and settled and the positive relationships established with staff mean they develop good levels of self-esteem and confidence. Systems for observation, assessment and planning are generally effective in helping children progress towards the early learning goals. Children's individual needs are fully considered and met, including through good partnership working with parents and others involved in their care and education. The setting demonstrates a strong commitment to continual improvement, including addressing any previous recommendations. There are good self-evaluation systems which identify key areas to develop in order to improve outcomes.

What steps need to be taken to improve provision further?

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

- ensure that written parental consent to seek emergency medical treatment includes 'advice' (Safeguarding and promoting children's welfare) 29/06/2011
- ensure that a record is maintained of the daily risk assessment carried out on the outdoor area (Documentation). 29/06/2011

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

- implement consistently good hand washing routines and ensure that children do not access stale water
- review the organisation of the paved outdoor area to create a more welcoming environment.

The effectiveness of leadership and management of the early years provision

All adults working at the setting are vetted and attend basic child protection training. Key staff have attended a level 3 safeguarding course to ensure they have a more in-depth knowledge and understanding of this subject. There are clear induction procedures for students and, although they are subject to checks, they are always supervised. Risk assessments are generally suitable in identifying and minimising hazards to children. For example, there is good security of the premises in order to promote safe access and ensure that children are unable to leave unsupervised, although staff do not ensure that water left in a tray from the day before is changed before children have access to it, which does not fully promote their all-round good health. Documentation is maintained as required in most aspects, although written parental consents to seek emergency medical treatment do not include 'advice' and a record of the risk assessment that staff explain they carry out daily on the outdoor area is not maintained. These are breaches in requirements.

Space and resources, particularly indoors, are utilised effectively to ensure children take part in a variety of play opportunities and good use is made of external training and facilities within the local community to contribute to sustainability and fully support the professional development of staff. A range of self-evaluation tools are in place. For example, strong links are held with the local authority educational advisor and regular meetings are held between parents, staff and the committee. Parents contribute their ideas and suggestions, for example, through questionnaires and staff positively welcome these and make changes as a result of feedback. For example, the ceiling has been lowered and soundproofed to support children with a hearing impairment. Parents express very complimentary comments about the pre-school. Training courses are specifically targeted as to their relevance to the setting. Ideas are then implemented well to improve outcomes for children.

The environment reflects the communities of those who attend, promoting equality

and diversity. Dual language signs, displays and posters depict different ethnic backgrounds and there are a good range of activities and resources that teach children to value and appreciate the similarities and differences between themselves and others. Children take part in activities, including food tasting, associated with their own and others' cultures and celebrations. There are effective procedures in place for ensuring that all children's individual needs are met, including early intervention and links with healthcare or educational professionals. Staff are proactive in ensuring that any discriminatory practice, such as racist comments from children, are addressed with parents, but discussed sensitively.

Parents and carers receive good quality information. A welcome booklet is provided along with a wide array of notices on boards. Staff photographs, information about the Early Years Foundation Stage and 'working at home with your child' sheets are displayed on the stairs leading down to the pre-school room. There is effective ongoing communication through, for instance, coffee mornings and newsletters, and parents are invited to be on a rota to help out each half term. This is also used as an opportunity to discuss children's progress and update play plans completed on entry and used by staff to help establish children's starting points. Parents contribute to topics and are given suggestions on how to support learning at home, for example, looking at patterns in the environment. Dads and grandparents' involvement is actively encouraged, for example, through invites for them to accompany children to the allotment. Effective links are held where children attend other settings. For example, topics are complemented and children's targeted next steps are supported in a coherent manner.

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

There are good planning systems to ensure a broad and balanced curriculum. Children's individual next steps, informed from regular observation and assessment, are incorporated and reflected in individual profiles. Children readily settle and show good levels of interest in their environment, made inviting and welcoming, for instance, through a wide array of attractively displayed artwork and posters. In addition, staff enhance the home corner role play area by creating a living room with a fire, lamp and plant scene on a divider. Children are very sociable as they link up with their peers within a range of activities. They solve problems and cooperate to construct a complex train track and negotiate what to do while making up their own ball games outdoors. Adults show good levels of interest in what children do and say, for example, as they engage in planting and growing seeds, explore the bubbly water and make sandcastles. They also use spontaneous events to extend learning, for example, as a grasshopper is observed on a member of staff's jumper.

Children make a positive contribution to their community as they help the elderly people at the allotments to plant, dig and collect fruit from their trees. They visit the local church taking part in craft activities which are then displayed in church. Children develop a strong sense of belonging in the setting as they help to prepare snack, for example, take part in planning, and are encouraged to be involved in making decisions, such as choosing which colour carpet and paint they would like.

Children effectively learn about keeping safe, for example, through visits from the police, fire service and school crossing person, and they have engaged in road safety role play.

Children's communication is developing well as they excitedly talk about what they are doing, ask questions and confidently chat to visitors. Those who use English as an additional language receive additional support to promote their early language and literacy skills. All children integrate well and develop a respect for each other as a result of good role modelling from staff. They respond to staff requests, such as tidying up, and snack times reflect good socialisation. Children have good access to outdoors, although the area is not effectively organised in a welcoming and inviting manner. They learn about a healthy lifestyle to a good standard in most aspects, for example, through harvesting their own food and helping to prepare healthy snacks where they learn about making good choices about what they eat and the effects on their body. In addition, staff change the role play area into a hospital. However, children do not always readily use soap to wash their hands when unsupervised in the bathroom and they are not actively encouraged to wash their hands after sneezing on them.

The environment is rich in print and children have good access to books and stories, which they listen to with great interest. Children confidently describe recognisable figures in their learning journey as family members, and table name cards and self-registration systems encourage them to begin to recognise familiar words. Children skilfully operate the mouse as they independently access computer programmes and effectively learn about nature, such as the life cycle of the butterfly and frog.

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	3
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