

# St Helen's Pre-School

Jubilee Hall, Greenhill, Alveston, BRISTOL, BS35 2QX

<b>Inspection date</b>	15/10/2012
Previous inspection date	25/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are encouraged to try new activities and to judge risks for themselves. Children demonstrate a strong 'can do' attitude.
- The outside play area fully supports exploration of the natural world. It motivates children well to be active, through games linked to all areas of learning. It provides enabling conditions for rich play.
- Children form warm and supportive relationships with their peers and adults. They behave well and are aware of behavioural expectations encouraged by staff.
- Staff support children to develop an understanding of the importance of physical exercise and a healthy diet. Children eat a healthy range of foodstuffs at mealtimes and develop a good understanding of the need for variety in food by taking part in regularly planned food activities.

### It is not yet outstanding because

- There are limited opportunities for children to extend their interest in technological toys and resources, for example, by twisting or turning knobs on simple equipment or by exploring different icons in a computer program
- Print, numerals and shapes are limited in the outside area, reducing the children's opportunity to explore mathematical concepts in the outdoor environment.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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, outside play area and in the woodland situated in the school grounds. The inspector completed a joint observation with the manager of the pre-school.
- The inspector held meetings with the manager, one practitioner and the provider.
- The inspector looked at children's assessment records and the pre-school's planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children. The inspector checked the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

St Helen's Pre-School was registered in 2005. It operates from the Jubilee Hall, in Greenhill, Alveston, Bristol, which is opposite St Helen's School. Children have access to the main hall and a side room. There is an enclosed outdoor play area.

St Helen's Pre-School is registered on the Early Years Register. There are currently 20 children aged from two years to under five years on roll. The pre-school provides funded early education for two-, three- and four-year-old children. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities.

St Helen's Pre-School is open each weekday from 9.15am to 11.45am. On Monday, Wednesday and Friday the session includes a lunch club, which runs from 11.45am to 12.45pm. There is a Monday afternoon session from 12.45pm to 3.15pm. There are six staff employed to work with the children. Of these, three hold early years qualifications at level 3, and two hold early years qualifications at level 4 or above.

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

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

- extend the opportunities for children to experience an outside environment rich in print by displaying numerals and shapes in purposeful contexts to further promote children's mathematical development .
- increase opportunities for children to explore different sounds with simple equipment and by clicking on different icons in a computer program to further support them in using technology for particular purposes.

### **Inspection judgements**

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

Children at the pre-school enjoy their play because they have plenty of opportunity to explore and develop their own ideas. They gain a broad range of skills that provide the right foundation for every child to make good future progress. Children confidently talk to each other, and take account of what others say as they drive their role play lorry. They use more complex sentences as they discuss who will drive, where everyone can sit and their imaginary destination. Consequently, children develop good vocabularies. Children display good levels of imagination as they develop the story to include a crocodile and a pterodactyl dinosaur that runs out in front of their vehicle.

The staff encourage children to try new activities and to judge risks for themselves. As a result, children demonstrate a strong 'can do' attitude. Staff responsibly teach children the skills they need to use saws, hammers and nails safely. Children are motivated to practise manipulative skills as they saw wood, combine different lengths and create homes for mini-beasts. Children play with jigsaw puzzles and toy figures showing a keen interest in different occupations and ways of life. Staff enthusiastically involve themselves in children's play, effectively prompting children's thinking as they explore ideas about diversity.

Staff use magnifiers to arouse children's interest in different leaf shapes on a beech tree hunt in the woodland. Staff effectively support children as they eagerly pick leaves from a beech twig, bend and entwine it with wool. Children excitedly weave in materials from the woodland floor. Staff successfully develop children's understanding of decay as they thoughtfully introduce vocabulary to enhance discussion about leaf colour and texture. Staff skilfully ask children what would happen if they were to try and bend other sticks from the woodland floor. Children are taught to notice the similarities and differences in twig structure. For example, they excitedly notice how the bark peels off some and how others snap easily. The pre-school offers an enabling environment that strongly supports exploration of the natural world outside. It motivates children well to be active, through games linked to all areas of learning, providing enabling conditions for rich play.

Staff successfully plan for children to be active by moving freely with pleasure in the woodland. There are well-planned activities in the enclosed garden where children practise balancing, throwing, kicking and catching. Consequently, children are developing good physical skills. Children often observe the effect of activity on their bodies, which helps them understand the importance of physical exercise. Staff successfully model mathematical language as they ask children how many things they can weave into the wool around their twig. Some children choose to find leaves of the same colour and eagerly show staff that they have three brown leaves and two yellow. Children enthusiastically tell staff they have five leaves altogether and that if they find one more leaf they will have six. Although children use mathematical language, there is limited opportunity for them to experiment with written numerals, number words and common shapes in purposeful contexts outside.

Staff stimulate children's interest in writing in a diary in the book corner. Children proudly record their own marks in the diary and staff thoughtfully support children to explain their meaning. Staff help children understand what words are by pointing to them during story sessions. Children excitedly anticipate key events in stories; they see print on posters reminding them about the pre-school rules. Children show an interest in technological toys, real cameras and mobile phones. However, there is limited opportunity for children to extend their interest by twisting or turning knobs on simple equipment and they do not often explore different icons in a computer program. As a result, children are not fully supported in understanding technology for different purposes.

A key staff member allocated to each child effectively responds to their own observations about children's progress and observations from parents. Staff have high expectations, and effectively develop well-targeted plans to support all children's future learning and development. If there are significant emerging concerns about children, well-developed

procedures are in place to acquire additional professional support. Strong relationships between parents and practitioners secure a well-rounded picture of a child's knowledge, understanding and abilities. Staff have a secure knowledge and understanding of how to promote children's learning and development. Good educational programmes help all children to reach expected levels of development.

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

A well-established key person system helps children form secure attachments and promotes their happiness and independence. Children feel safe and secure in their play because staff consistently maintain clear and reasonable limits. Children confidently explain that they can't go out in the garden with the red circle displayed. They enjoy the responsibility of finding staff if they see an orange circle, and understand that green means staff are already outside. Children are competent at managing their personal needs relative to their ages. Children are well-prepared for change because staff provide ample support as they move to school or other play settings.

The pre-school is a stimulating, well-resourced and welcoming environment, both indoors and outdoors. As a result, children benefit from a range of experiences that support their learning and development. For example, children put on fire-fighter hats and happily cooperate with their peers as they fill containers with water to pour over the role play house. There are a wide range of experiences that develop children's growing independence and cooperation. Staff enthusiastically involve children in turn-taking and sharing. Relationships are strong at all levels. Staff are well deployed and provide clear guidance for children about what is acceptable behaviour. Children successfully gain an understanding of risk through plenty of activities that encourage them to explore their environment. Children are aware of possible dangers as they saw wood and eagerly use their senses to explore the woodland. Staff give high priority to the safety of children. Children's behaviour shows that they feel safe as they confidently point out to staff that they have spilt their drink. Staff are good role models and provide meaningful explanations to children, such as explaining that waterproof leggings will keep them dry. Staff support children well to develop an understanding of the importance of physical exercise and a healthy diet. Children eat a healthy range of foodstuffs at mealtimes. They develop a good understanding of the need for variety in food as they take part in regularly planned food activities.

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

The management team understand and implement the requirements of the Early Years Foundation Stage competently. They fulfil their responsibilities in meeting the learning and

development requirements. There is a good overview of the curriculum through effective monitoring of educational programmes to ensure a broad range of experiences. This is based on a good, secure understanding of the areas of learning and how children learn.

Planning and assessment are well monitored to ensure they show an accurate understanding of children's progress. Children who are underachieving are effectively targeted because staff work successfully with their parents and outside agencies. Staff show good care and understanding of equality and diversity, enabling them to provide a service which is inclusive to all. Thorough information is obtained from parents initially, when settling in, to ensure that staff fully appreciate, and can meet, children's individual needs.

Staff fully understand their safeguarding responsibilities, so that children are protected and cared for in a safe and secure environment. The appropriateness of all adults working with children is checked and recruitment procedures are rigorous. Staff work well as a team to maximise children's safe use and enjoyment of the premises, resources and space. Risk assessments help keep children safe, both on and off the premises. Clear policies and procedures are known and understood by all staff and implemented consistently. Staff fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. An effective and well-established programme of professional improvement is assisting staff to develop their practice. Staff, parents and children effectively review the quality of the pre-school. The leadership and management team are confident about what the pre-school needs to do to improve and are successful in sustaining improvements.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within

	12 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>	EY306172
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	814930
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of provider</b>	St Helen's Pre-school
<b>Date of previous inspection</b>	25/11/2008
<b>Telephone number</b>	07717 216762

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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 that are usually their 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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