

St George's Pre-School

Inspection report for early years provision

Unique reference number EY370988
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Inspector Catherine Louise Sample

Setting address St. George's Catholic Primary School, Woodcock Road,
WARMINSTER, Wiltshire, BA12 9EZ
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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 George's Pre-School was registered under its current ownership in 2008 and is privately owned. It operates from a mobile classroom within the grounds of St George's Catholic School in Warminster. Children have access to an enclosed outdoor play area and use some of the adjacent school facilities. The pre-school is open each week day from 09.15 to 15.15 during term time.

The pre-school is registered to care for a maximum of 22 children aged from two to under five years at any one time. There are currently 11 children on roll, five of whom are in receipt of nursery funding. The pre-school supports children who speak English as an additional language and children with learning difficulties and /or disabilities.

Three staff work with the children. All have relevant childcare qualifications.

Overall effectiveness of the early years provision

Good interaction between children, staff and parents ensures that all children's needs are met effectively and that their individual development is well supported. Effective measures are in place to care for children with learning difficulties and/or disabilities. There is not currently a trained special needs coordinator in the group due to lack of availability on the course, however, staff have been booked for the next available places. Staff evaluate the provision frequently. They are currently developing systems for recording assessments and planning in addition to looking at ways of further improving the children's learning environment.

What steps need to be taken to improve provision further?

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

- formalise arrangements for assessing and planning to ensure that the learning needs of all children can be fully identified and met
- further develop staff's knowledge of caring and teaching for children with learning difficulties and /or disabilities
- continue to review the layout of the indoor and outdoor provision to maximise learning opportunities

The leadership and management of the early years provision

Staff operate well as a team because they are deployed effectively and communicate well with one another. They share a strong commitment to improvement and are constantly reviewing their practice to enable them to make positive changes. They have relevant qualifications and attend a wide variety of training. They provide high levels of support for children's individual needs. Although there is not currently a trained special needs coordinator staff ensure

that each child's needs are met by gathering and sharing relevant information and liaising closely with parents.

There are robust systems in place to ensure the safety of children. Thorough recruitment and vetting procedures ensure that staff are suitable and annual appraisals are completed to ensure their continuing suitability. Children's safety is promoted through detailed risk assessments and the staff's sound understanding of child protection issues. All necessary records, policies and procedures are kept up to date to ensure the safe and efficient management of the provision. All parents receive a copy of the policy document and any other relevant information is shared with them through regular newsletters and the notice board. All required written parental consents are in place.

Children benefit from the strong partnership that is being established between staff and parents. A wide variety of measures have been introduced to encourage parents to share in their children's care and learning. The pre-school ensures that other providers, such as childminders, receive their own copies of newsletters and have opportunities to share relevant information about children who attend both settings.

The quality and standards of the early years provision

Children enjoy attending the pre-school and enthusiastically take part in the varied range of activities on offer. They are building good relationships with one another and are able to share and take turns. They contribute to the ground rules for behaviour and also have opportunities to give feedback about activities and the pre-school generally. They are making excellent progress in learning about health and hygiene as they talk about why they need to wash their hands and choose what snacks they want to eat. Staff follow rigorous hygiene procedures to protect children's health and complete comprehensive risk assessments to ensure their safety. Children are learning about safety issues as staff ask them to think about why some activities may be dangerous.

Children benefit from an attractive learning environment and interesting resources. Displays of their work and colourful furnishings provide a welcoming play space. Resources are generally easily accessible in low storage units labelled with both text and pictures, although some areas are not always fully accessible. The outdoor area is used daily for various activities but children do not currently have the opportunity to move freely between the indoor and outdoor area throughout the day.

Children are making good progress as a result of high levels of interaction and support from staff. Staff use effective teaching methods to meet children's needs and challenge them appropriately. Planning supports each child as an individual and staff confidently adapt activities to ensure all children make progress. Regular observations of children's achievements are used to plan for their next steps, although staff are currently still experimenting with the best system to formalise these processes. Staff have a sound working knowledge of the early learning goals and ensure that these are fully covered during both adult-led and child-initiated play. Children's confidence is boosted as they are encouraged to move freely around

the setting and select their own resources. They can explore a wide variety of media and materials and enjoy choosing books to look at. Many are confident speakers who enjoy joining in with familiar stories and chatting to others. They particularly enjoy activities such as collecting bugs and looking at them through magnifying glasses.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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

There have been no complaints made to Ofsted since registration.

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.