

St Anne's Pre-School, Royton Oldham Ltd

Inspection report for early years provision

Unique reference number	EY375631
Inspection date	26/01/2010
Inspector	Susan Lyon
Setting address	St Anne's C of E School, Ormerod Avenue, Royton, Oldham, OL2 5DH
Telephone number	07721 958 004
Email	stannespreschoolroyton@googlemail.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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. Anne's Pre-school originally opened in 1974 and was re-registered in 2008 to operate from its current premises within St Anne's Primary School. It is managed by a limited company and provides full day care for children aged from two years. The group has use of two playrooms and associated facilities. There is a fully enclosed outdoor play area. A maximum of 32 children may attend at any one time. There is currently 45 children on roll. The group is open each weekday from 8am until 5.30pm term time only. Children come from a wide catchment area. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. The group employs four members of staff, all of whom are qualified. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting receives support from the early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and eager to play. Staff have a good understanding of the Early Years Foundation Stage (EYFS) framework. Staff create a very child centred, inviting and appealing environment for children covering all areas of learning. Good observation and assessment arrangements help children make steady progress. All children are included and their individual needs met effectively. Children's safety and welfare is promoted well although drinking water is not freely available. All documentation is in place. Staff demonstrate strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water is available and accessible to children at all times in order to keep their bodies healthy and hydrated.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted well through detailed written risk assessments to the premises and outings. Numerous safety measures create a safe and secure environment for children. The emergency escape plan is in place and practised regularly with children contributing to their safety whilst on the premises. All written policies and procedures are in place to ensure the safe and efficient management of the provision. Children are protected through all staff being qualified and vetted and having a good understanding of child protection procedures. Staff are deployed well to respond to children's needs promptly and sensitively and support their care and learning.

Staff evaluate activities and practices and constantly look at what they can do better, particularly at staff meetings. For example, since moving to new premises they have introduced soft seating to the book area and enhanced children's enjoyment of story time by using props and story sacks. The manager leads the staff team through positive role modelling and carrying out staff appraisals to build on skills and identify training needs. Daily communication and sharing responsibilities motivates staff and maintains enthusiasm, as a result team work is a key strength. Feedback is sought from parents and thorough steps have been taken to complete actions from the pre-requisite of the re-registration of the new premises, such as hazardous materials are kept in a locked cupboard and a lock has been fitted to the rear exit. These improvements enhance the safety of children attending the setting. Furthermore, staff are well supported in attending on going training to increase their knowledge and skills.

A parental involvement policy is in place and clearly states 'children benefit most from early years education and care when parents and pre-school work together in partnership.' Parents speak highly of the care provided and are welcomed into the setting. New parents receive a wealth of information and are involved in children's learning and development through the sharing of observation files at any time and attending parents evenings. Relevant information regarding the uniqueness of each child is obtained from parents and individual needs are discussed with parents and recorded on registration forms including health and dietary needs.

Children learn to respect differences through celebrating festivals from different cultures. Linguistic diversity is valued and staff show respect for children's cultural backgrounds through using words from the child's home language. Children are supported well to develop English and sign language is used as children learn to sign some words, such as hello and name. All children are included in activities and diversity is valued as signs and posters are displayed in different languages. Furthermore, the building and learning environment is suitable for all as it is single storey, has wide doorways and an adapted toilet. The provision has established strong links with other providers of the EYFS framework through attending network meetings and conferences to support their delivery of the framework, update their knowledge and share best practice. Children benefit greatly from the setting working closely with other agencies. Staff hold regular meetings with other professionals, share information, welcome staff into the setting and respect their professional roles to promote the well being of children.

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

Staff skilfully ask children questions to help them learn. Staff have a good understanding of the EYFS framework and provide a rich learning environment. Children often use simple statements, such as 'I've got nice shoes'. They respond well to instructions. Children know print carries meaning as labels and signs are displayed around the room. Children show interest in the world and are curious as they go for listening walks and explore snow and ice. Children successfully

complete simple programmes on the computer as they ably use a mouse and keyboard. Children seek to do things for themselves and begin to learn that some things are shared as staff explain about taking turns. Children enjoy being with each other as they frequently chat and smile together. They recite number names in sequence as they easily count the cars up to seven. Children move in a range of ways, such as climbing, jumping and balancing.

Children engage well in activities requiring hand and eye coordination. They create three dimensional structures, such as model aeroplanes from building bricks. They show pride in their achievements as they excitedly run round shouting 'aeroplane coming through'. They freely create collages, paintings and drawings. Children use imagination well in art as they make hand print calendars, pasta pictures and animal masks. Children freely explore the environment as they easily access an abundance of play resources. They benefit from adult led activities, such as stories and craft activities. Young children develop their senses through exploring a range of sensory shapes and different textures. Staff find out what children can do on entry to the setting and ensure each child makes steady progress and achieves well through good observation and assessment arrangements.

Children show they feel safe as they move around freely and confidently. Strong emphasis is placed on an effective key worker system contributing significantly to children's care and well being. Children benefit from fresh air and exercise as they freely choose when they play outdoors. An exclusion policy and use of paper towels help prevent the spread of infection. Appropriate action is taken when children are ill and children understand the importance of hand washing as staff explain its to get rid of germs. Children make healthy food and drink choices at snack times although water is not freely available to keep their bodies hydrated during the session. Staff treat children with great kindness and consideration, and as a result children are excited, keen to join in activities and enjoy themselves. Children enter the setting confidently and enjoy positive relationships with staff.

A good range of play resources help children become aware of the wider world and value diversity, such as ethnic dolls and books showing different cultures. Children register themselves on arrival at the setting by collecting their name card. They become aware of the needs of others by helping the younger ones with daily tasks, as a result children feel a strong sense of belonging. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem. Children are prepared well for transition from the setting to school through visits and the completion and sharing of transitional documents with teaching staff in order to ensure progression and continuity of care and learning.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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