

# St James's Pre-School

Inspection report for early years provision

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**Inspection date** 11/06/2010  
**Inspector** Susan Linda Capon

**Setting address** Church Hall, Lakeswood Road, Petts Wood, ORPINGTON,  
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**Telephone number** 07815 464837

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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 James's Pre-School has been open since 1983. The group is managed by St. James's Pre-school Parent Management Committee, who employ a manager for the day to day running of the group. The pre-school operates from two halls with associated toilet and kitchen facilities in St. James the Great Roman Catholic Church, situated in Petts Wood in the London Borough of Bromley. There is a secure outdoor area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children in the early years age group from two years old may attend at any one time. The pre-school operates from 9am until 12 noon each weekday, during term time.

There are currently 33 children on roll. Children attend for a variety of sessions and come from the local community. The pre-school currently supports children with special educational needs and/or disabilities and those with English as an additional language.

The group employs six members of staff who work directly with the children. Of these, one has a childcare qualification to National Vocational Qualification to level 4 (NVQ4), three staff have a recognised childcare qualification NVQ to level 3 and one staff member has an NVQ to level 2. The manager is working towards the Early Years Professional Status qualification and one staff member is undertaking an NVQ to level 3 in childcare.

The pre-school receives support from the local Early Years team and Special Educational Needs Coordinator. The group is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The effective management committee and conscientious staff team are dedicated to providing high quality care, learning and developmental opportunities for every child attending. Children are keen to attend and enthusiastically explore the wide range of stimulating, innovative activities available each session, keeping them motivated, busy and occupied as they play. Staff diligently ensure every child's personal needs are fully incorporated into their daily provision, promoting inclusive practice at all times. The newly formed staff team have attended an extensive range of additional training opportunities, improving their childcare knowledge and skills, effectively implementing this into the setting. The ongoing self-evaluation of the provision incorporates the views of the committee, staff, parents and children, ensuring the management continues to reflect and improve the quality of the provision provided. All previous recommendations have been fully met, demonstrating a clear ability to continue to develop and improve the service provided. Staff have forged excellent relationships with all parents, enabling them to be fully involved in their child's ongoing care, learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the plans to purchase new equipment, particularly providing children with more opportunities to participate in using large play apparatus
- continuing to develop the evaluation of focus activities, identifying the personal learning and development achieved for individual children participating.

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

The chair person and manager's enthusiastic approach to their role enthuses the staff to work to a high standard at all times, providing high quality care and learning for the children each day. Everyone implements the extensive, well written policies and procedures, ensuring the children's welfare and safety, during their time in the group. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with the children.

The manager, committee and staff team effectively self-evaluate the provision they provide, through the daily procedures. Staff now evaluate the weekly plans and provide smaller group activities, ensuring all children can participate at their own level. Some focus activities have limited evaluation, preventing staff being sure they have met their objectives and addressed individual children's ongoing progress. The group has clear plans to continue to replace worn, unsuitable equipment and intends to purchase large climbing equipment for the outdoor play area.

The manager completes an extensive risk assessment of the indoor and outdoor areas on a daily basis, ensuring the premises are safe and secure prior to the children's arrival. The main gate is secured and a new door handle has been fitted to the main door, preventing children leaving the premises unnoticed. The well deployed staff provide a high adult to child ratio each day, enabling children to move around the premises in safety. Children enjoy some one to one time with staff during the session.

Children with special educational needs and/or disabilities receive excellent support in the group, for example, one to one care is provided, enabling children to make good personal progress. Effective strategies including the use of Makaton signing and signs enables children with English as an additional language to be fully involved and make their needs understood by staff. Staff work closely with parents, the Phoenix Centre and other professionals, maintaining continuity of care for the children.

The children's welfare and safety is paramount to the staff team. Staff are vigilant as they supervise the children during the session, while encouraging them to develop good independence skills. They regularly check the resources, toys and equipment are clean, suitable and safe for children to use. Children enjoy ample opportunities to learn about the world about them and other people as they freely access a wide range of multicultural toys, equipment and activities. Staff reflect different cultures and children enjoy learning to speak another language, for example, they practise saying Bonjour to staff as they entered the group in the morning. The staff remind the children of the importance of safety, for example, discussing how to cross busy roads with their parents.

All staff have developed excellent relationships with the parents. Parents form the committee, enabling them to be fully involved in the group and voice their own opinions at meetings. The parents are very pleased with the improvements they have observed since the new manager was employed. Their children are keen to attend and look forward to meeting their new friends. Staff are approachable, friendly and supportive, particularly to families with children with special educational needs. New children settle quickly and have made good progress in the short time they have attended. Parents receive extensive quality information through the policies and procedures, curriculum plans, notice boards and verbal discussions. They particularly enjoy meeting the key worker and reading their child's personal profile, looking at the photographs and artwork included. Staff encourage parents to share their skills with the group, for example, a dentist talked to the children about the importance of cleaning their teeth.

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

The dedicated staff team work hard each day to lay out and pack away the wide range of activities, toys and equipment, making the premises their own each session. Children's artwork is displayed, enabling children to develop confidence and self-esteem as they proudly show their parents their masterpiece. Children are learning to keep themselves safe as they recognise they must take care when they stand on the step to wash their hands. They know they should not run in the pre-school room. They have developed close relationships with the staff team, enabling them to voice any concerns or simply seek reassurance or a cuddle. All the children are developing good listening skills and follow simple instructions well, for example, lining up at the door for outdoor play.

The children have an excellent awareness of the importance of developing a healthy lifestyle. Healthy nutritious snacks, incorporating fresh fruit and vegetables, are enjoyed at the snack bar each day. The children understand these help them to grow big and strong. Children enjoy selecting their own food and pouring their own drinks, developing their independence skills. They understand the importance of 'getting rid of the germs' before they make their cakes or eat their snack. Parents are aware sick children should not attend the provision, preventing the spread of infection.

Children enjoy ample opportunities to enjoy fresh air and exercise as they play outdoors or participate in action songs or rhymes indoors. They enjoy jumping in and out of the large tyres, planting activities or hunting for mini beasts.

The staff implement the Early Years Foundation Stage curriculum effectively, incorporating the six areas of learning and a good balance of adult led and free choice activities each day. Extensive planning, incorporating the individual needs of every child attending, ensures everyone makes very good personal progress and development through the early learning goals. Key workers write an informative report for parents and involve them in future plans for progression. Staff liaise closely with other professionals delivering the Early Years Foundation Stage curriculum for any child in their group, promoting continuity of care, learning and development.

Staff skilfully support each child's personal progress and development, enabling them to develop good life skills for the future. Children are appropriately grouped for story time and singing activities, ensuring they can all participate fully. They use the toilet independently and most can put on their own coat and shoes for outdoor play.

Children have made good relationships with the staff and other children. New children settle quickly and make new friends. The children are keen to make their own selection from the variety of activities readily available on their arrival. They particularly enjoy playing shops, extending their awareness of money and credit cards as they pay for their goods. Some children insist they want to serve themselves like mummy does in the supermarket. Children are developing their model making skills and particularly enjoy measuring people's head to make a hat from paper. They are developing their awareness of more or less as they weigh and measure the cake ingredients or discuss the number of pieces of sellotape a child has used to secure the paper. Children remember the five different colours which make up the South African flag as they ice their cakes and enjoy counting the number of sides a hexagon or pentagon has at the light box activity. Everyone enjoys exploring sand, water, paint, glue and dough on a daily basis. Children discuss the different texture when they add sand to the dough. They squeal with delight as they observe the clockwork egg, discharge the penguin, during the What's in the Box activity. Children listen well as they play their musical instruments together, playing them loud and soft and stopping when asked. Listening to the librarian or staff reading stories and looking at books on their own is a firm favourite with everyone. The children enjoy role play activities, for example being fire fighters. Older children look forward to visiting the local nature trail for their leavers outing. The children behave well, recognising the rules of the group and the importance of sharing and taking turns as they play together. A special sticker or leaf on the reward tree provide encouragement for the children to try their best. All staff praise and encourage the children's efforts and achievements, enabling them to develop confidence and self-esteem.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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