

St Thomas More's Pre-School

St. Thomas More's RC Primary School, Hooks Lane, Havant, Hampshire, PO9 3DR

Inspection date	06/03/2014
Previous inspection date	10/12/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff know the children well and offer them a wide variety of interesting activities that support their all round development.
- Children enjoy coming to the pre-school, they are motivated and keen to see what is on offer.
- Children are making good progress due to the positive and worthwhile interaction of the staff.
- The management team are very enthusiastic, motivated and inspire staff. They play an active part and role model good practice.
- The key person system results in children feeling secure and enables staff to make accurate observations, assessments and plan activities that support the children's progress.

It is not yet outstanding because

- The pre-school does not make effective use of the garden to fully promote all the areas of learning for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the staff, parents and children to gain their views.
- The inspector sampled paperwork kept on the children in regard to their learning and development.
- The inspector observed the interaction between the staff and children.
- The inspector undertook a joint observation with the manager of the pre-school.

Inspector

Amanda Shedden

Full report

Information about the setting

St Thomas More's Pre-School registered in 2005. It is located in and linked with St Thomas More's Roman Catholic School in Havant, Hampshire. It operates from one room and children have access to an enclosed outside play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school opens each weekday from 8.45am to 3.15pm during term time. There are currently 58 children in the early years age range on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs 10 members of staff who all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- further develop the outdoor area to offer the children a stimulating learning environment.

Inspection judgements

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

Children enjoy coming to the pre-school where their uniqueness is valued and they are offered a good level of support. Staff have a good understanding of children's development and how it links into the Early Years Foundation Stage. This results in children making good progress in their learning. The effective key worker system enables staff to know their key children well and to promote and consolidate children's learning through their day-to-day interaction. Staff consistently promote children's learning through good quality teaching, for example asking open-ended questions to stimulate communication and language skills. Their knowledge of the individual child enables the questions and level of support to be tailored effectively to the individual child. The staff are aware of the next steps in children's learning and they plan good activities to help children develop further. Good quality interaction is reflected throughout the sessions to challenge and extend children's learning.

Children are learning about different aspects of mathematics. They look carefully at the different shapes of boxes and find the corresponding picture before posting it in the box. The staff's interaction supports children to explore the shapes and name them correctly. Children learn to count dice and move their pieces on the game board, giving them practical activities to count and match the number of dots to the squares on the board.

During spontaneous story time staff make the most of all opportunities to talk about the sounds and shapes of letters to support children's literacy skills. Their reading of the story and their inclusion of the children by asking relevant questions makes it exciting and inviting and other children quickly join the group. Children frequently visit the reading area and look and read books to each other or to their dolls, developing good literacy skills. They learn that some books have facts in as they show visitors using books how the tadpoles in the tank will eventually turn into frogs.

Children use their imaginations as they create different structures from the large foam shapes. Firstly they create a wall and then it turns into a pirate ship, as children excitedly talk about how to turn it into a ship with support from the staff. They make a plank to walk on and children carefully balance and then jump into the 'water'. Staff enhance and extend children's thinking during the game as they encourage the children to think about whether it needs an engine and if not why not. The game is extended to include what pirates might eat and what they will do with the treasure they find. Children explore and create pictures linked to different cultures and beliefs. For example they have explored Chinese New Year and Noah's Ark. They have listened to stories and their pictures are displayed within the pre-school, giving them a sense of achievement and pride.

Children with any additional needs receive good support from all the staff and their key person to promote their inclusion effectively. Frequent discussions take place with the parents and any agency involved with the child to ensure that they are being offered good continuity of care and learning. Staff continually assess activities to ensure they reflect children's interests and developmental needs. They also assess children's progress, including through the required progress check for two-year-olds to identify their achievement levels and next steps for learning. Parents are kept informed and also contribute to their child's next stages in learning. This results in parents being fully aware of their child's ongoing development and enables them to complement or extend their child's learning at home.

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

Key persons supports all children very well to promote their well-being. Staff obtain good quality information from parents before a child starts through home visits and this supports continuity of care and education. The children are warmly welcomed by the staff who are interested in and engage in play and conversation with the children. This results in children having a sense of belonging and feeling secure.

The combination of displays of children's work, and access to the garden and the effective staff are conducive to children's learning. The resources in place are of a good quality overall and displayed to encourage children of all ages to become independent as they select what they want to play with. Children develop their independence and exploration skills as they select the resources and choose what activities to become engaged with. However, the staff do not always make the most of the garden to offer the children an even better and more challenging learning environment to play in.

Children's behaviour is very good as they are aware of the pre-school's rules which include 'Toby kind hands' and having 'indoor voices'. They are encouraged to think and discuss how to sort out any conflicts with each other, receiving good levels of praise from the staff. This helps children develop their personal and social skills. Children play games together which supports their understanding of turn taking and co-operation. Through behaviour management and activities they learn about staying safe. For example, they know to use walking feet indoors and to tidy up the resources so they do not trip up.

All staff have an accurate understanding of their responsibilities to ensure children are safeguarded. All staff undertake training and discuss safeguarding at team meetings to help protect children's well-being. This, along with their good use of policies ensures they know what to do if they have a safeguarding concern about the welfare of a child. The security of the pre-school prevents anyone entering the environment without the knowledge of the staff, to keep children safe.

Children are learning about healthy lifestyles through day-to-day practice. They have free access to the garden and are offered a range of healthy snacks often linked to the theme of the week. For example today they had 'roasted fox' linking to a particular story and World Book Day. The children also enjoy other fruit and vegetables and toast to support their good healthy. Children learn skills such as how to pour their own drinks, butter their toast and cut up fruits, which helps them learn important skills for the future.

The excellent relationship with the school makes the transition from pre-school to school smooth. Children have the opportunity to spend time within the school prior to them starting. The term before they go to school they enjoy play sessions with the reception classes and during the year they join in activities such as the Christmas nativity and the summer fete. Reception teachers come and read stories and undertaken phonic sessions with the pre-school children to help them develop good skills to support the next stages in their education.

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

Management and staff demonstrate good knowledge and understanding of the safeguarding and welfare requirements. There are good recruitment procedures to enable management to appoint suitable staff for different roles. All adults working in the setting and involved in the management of the pre-school have undertaken the required checks to ensure they are suitable to work with children. All staff and students undergo a thorough induction, making them aware of the ethos of and their role within the pre-school. Six monthly and annual appraisals are in place for staff to review their knowledge and skills on a regular basis. Staff identify any training courses or workshops they would like to attend for their personal development which has a positive impact on the quality of the provision. The staff team work very well together and there is clear leadership from the enthusiastic managers, which contributes to the good outcomes for children.

The staff team work successfully together to offer the children a wide range of activities

and experiences that promote their early education and well-being. Children's next steps are clearly identified and are incorporated in the daily plans, which shows that the staff know their children well. All children receive a good level of support to help them make progress through the positive interaction of the knowledgeable staff.

The pre-school has evaluated their practice using information gained from staff and parents. They have created and acted upon their action plan to improve the outcomes for children and their parents. They continually look at their practice to see how they can further improve it. For example, they have introduced small group times for children to support their learning further. In addition they have allocated different staff members to key roles such as behaviour management which reflects the requests of the parents and supports the children's welfare.

There are effective procedures in place to monitor and evaluate the provision. Staff monitor every child to ensure that any gaps in their development are promptly identified and targeted. This enables staff to narrow the gap in children's achievements. The pre-school has addressed the recommendations from the last inspection, thereby improving outcomes for children. All staff are involved in evaluating their practice, clearly identifying the strengths and areas they would like to develop. This ensures that they are continually improving outcomes for children.

Partnerships with parents and others are good. The parents receive good quality information about their children's progress. They meet regularly with staff and are encouraged to be involved in developing the children's individual development plans. Parents report that staff know their children well and they enjoy coming here. The staff regularly invite parents in for 'stay and play sessions' where they can see and join in some of the activities their children enjoy. There are good systems in place to share information with other early years settings and professionals to meet the needs of every child. Staff work closely with other early years professionals to enable all children to reach their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY310776
Local authority	Hampshire
Inspection number	917900
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	28
Number of children on roll	40
Name of provider	St Thomas More's Catholic School Governing Body
Date of previous inspection	10/12/2010
Telephone number	02392 47 59 09

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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, which are usually the childminder's 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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