

# St John's Happy Hands Pre-School Playgroup

St. Johns Church, Leyland Lane, Leyland, PRESTON, PR25 1XB

<b>Inspection date</b>	19/09/2013
Previous inspection date	08/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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 choose from a good range of play resources and are encouraged to follow their own interests. They are well supported by staff who join in play sensitively and promote children's ideas well. As a result, children make good progress in their learning and development.
- The key person system is well embedded and children have formed secure attachments which support their well-being and independence.
- Parents are welcomed by friendly staff who are approachable and available to talk to them about their child's progress on a daily basis. This ensures that all children receive a good level of support and consistency in their care and learning.
- Staff have a good understanding of health and safety procedures, and this helps to ensure children remain safe and secure.

### It is not yet outstanding because

- There is room to build on existing partnerships with other settings and local schools as these are not fully established, so that consistency in learning experiences for children is highly promoted across settings.

## 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.

## Inspection activities

- The inspector observed activities in the main hall and the outdoor environment.
- The inspector held meetings with the manager and spoke to the members of staff and children during activities.  
The inspector looked at a sample of children's progress records, planning documentation and operational files consisting of policies, staff qualifications and suitability documentation.
- The inspector took into account the views of parents spoken to on the day of inspection.

## Inspector

Laura Kendall

## Full Report

### Information about the setting

St John's Happy Hands Pre-School Playgroup registered in 1980. It operates from St John's church hall, which is situated on Leyland Lane, a short distance from Leyland town centre. A committee who employ five staff, including the manager, runs the provision. All staff hold an appropriate early years qualification to at least level 2. The children have access to the main hall, an adjoining room, bathroom facilities and an outdoor play area. The setting is open Monday to Friday from 9.15am until 12.15pm, during term time only. The playgroup offers lunch club until 1.15pm at parents' request. The pre-school is registered on the Early Years Register. Children may attend from age two years. There are currently 19 children on roll. The pre-school is in receipt of funding for the provision of free early years education for three- and four-year-old children. The provision supports children with special educational needs and/or disabilities. Training and support is obtained from the local authority Sure Start development team. The pre-school holds Pre-school Learning Alliance membership.

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

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

- build on existing partnerships with other settings and local schools to moderate children's progress and to gain feedback on information sent to schools, so as to ensure consistency in children's learning experiences across settings.

### Inspection judgements

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

The manager and staff have good knowledge of the seven areas of learning and ensure children have access to a range of stimulating activities to help them make good progress in their learning and development. When children first start, the pre-school gathers appropriate information about them from their parents. This helps staff in their initial assessment of children's starting points of their developmental stages. Staff undertake observations and assessments of what children can and cannot do. Staff have good understanding and knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff have a full understanding of child development and track children's progress using appropriate guidance documents. Progress checks for children are completed at the age of two and also on a termly basis. These are shared with parents and parents make comments about their child's progress, to help ensure staff have a full picture of children's achievements both in the playgroup and at home. Next steps in children's learning are planned for by key persons.

Staff respond well to children's interests and plan activities to extend children's learning further. For example, during the summer term a child showed an interest in pirates, so the staff provided role play equipment based around pirates in the setting and also planned for a dance group to come into the setting, which was based around pirates. Staff plan enjoyable and stimulating activities and the environment is well resourced, and covers all seven areas of learning, to ensure children's experiences are fully extended. This results in children making good progress and gaining the necessary skills in readiness for school when the time comes.

Children have opportunities for independent mark making as resources to support this are easily accessible to the children. Children enjoy looking at books and are able to turn the pages and hold the books the correct way up. Staff support children and spend time with children in the book corner, reading with them and also extending learning opportunities further by asking questions. For example, they ask the names of the dinosaurs in a dinosaur book, and role model the correct names if children get mixed up, using praise and encouragement to name the dinosaurs. Staff plan some story times around books that children have shown a particular interest in. This is used as an opportunity to extend children's learning, for example, by providing puppets, props and dressing-up clothes.

Children are encouraged to count, such as during counting rhymes and they start to recognise numbers which are displayed on the wall. Children have opportunities to learn about shapes, space and measure. For example, children have access to shape sorters and puzzles which are appropriate for their age range, and have opportunities in the sand both in and outdoors to measure and to learn about volume and capacity. Children confidently use a computer and have access to other programmable toys, such as calculators, which supports them in understanding how technology can be used for many different purposes.

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

Children settle well at the pre-school due to the flexible settling-in procedures in place. Parents complete an 'all about me' document, which is a way in which parents share information about children's routines and individual needs. This ensures that staff have a clear awareness of children's individual needs and can tailor the child's transition into the setting to ensure that it is as smooth as possible. The good level of adult attention and interaction ensures all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps children to develop self-confidence and to judge risks for themselves, for example, as they practise balancing and jumping skills using stepping stones indoors. Staff in the pre-school provide the children with a relaxed environment where their emotional well-being is effectively supported. Children receive praise and encouragement, which supports children's confidence and self-esteem. For example, some play dough falls on the floor and a member of staff asks a child where it needs to go, and the child puts it in the bin, receiving much praise from the member of staff.

The pre-school is decorated with children's individual artwork, which helps them to feel valued and have a strong sense of belonging. Children confidently select from a wide

choice of stimulating resources, which are stored at low levels and are easy for them to reach. This enables them to become confident learners and teaches them to make choices, play independently and to play cooperatively alongside others. Children's behaviour is positive due to clear boundaries and support from staff. Children are encouraged to play cooperatively and share toys. Children have frequent opportunities to enjoy fresh air in the outdoor play area, where they can develop their coordination and control through use of various equipment, such as throwing and catching balls, climbing and sliding down the slide. This supports their physical development well and promotes their good health as they exercise. Children develop their small physical skills as they handle equipment, such as paint brushes and tools, in the malleable material area.

Children develop good self-care skills as they learn to dress appropriately before playing outside. They are supported by staff to put on their coats, to stay dry in the wet weather. Children develop an awareness of healthy eating by providing the children with healthy snacks, such as fresh fruit, and milk or water. Children are able to pour their own drink as staff provide the children with jugs, with which they can pour the drink of their choice. Staff support children in developing their self-care skills, such as washing their hands after using the toilet and before snack. This helps children to understand and practice good hygiene routines.

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

The manager and staff work well together and are committed to ensuring that the children in their care are kept safe and secure at all times. All staff have completed safeguarding training and have a clear knowledge of current safeguarding procedures should any member of staff have concerns about children's safety. The pre-school has two designated persons responsible for safeguarding, who take the lead role in dealing with child protection concerns and ensuring the correct procedures are followed. There is a policy in place for mobile phone and camera use in the setting, which further protects children. The thorough recruitment and vetting procedures in place ensure that staff are suitable and safe to work with children. All staff hold a current first aid certificate to ensure any accidents are dealt with effectively. Children are supervised at all times. Risk assessments and daily checks are in place and implemented effectively to help protect children safety both indoors and outdoors.

The manager and staff have a good knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Policies are shared with parents and individual policies are displayed for a set time on the parents' notice board. Effective induction systems are in place which ensure staff are clear about the policies and procedures within the nursery and their roles and responsibilities.

Through working to complete the quality assurance scheme the pre-school have developed annual staff appraisals and regular supervision, which identify staff's training needs and professional development. Secure self-evaluation takes place. The manager and staff evaluate the setting and identify areas for improvement and improvement plans are devised. This ensures that the pre-school continues to move forwards for the benefit of

the children. The manager and deputy manager have a weekly management meeting where planning and assessment are monitored. For example, a document has been developed to monitor all children's progress across the seven areas of learning, to pick up on any trends in areas of learning where children are not making good progress. All staff meet on a weekly basis and all key persons discuss next steps in learning for their key children and plan effectively for these. This results in children making good progress.

Positive relationships are in place between staff and parents to ensure that children's needs are well met. Parents spoken to at the inspection expressed that they were satisfied with the service provided. Parents say that staff are very friendly and helpful, and children have grown in confidence, are very happy and progressing well. Parents are kept well informed through the exchange of information at the beginning and/or end of a session, through the pre-school's website and also through the use of an informative parents' notice board. There are parents' meetings with children's key persons, which happen twice a year and these allow parents to share information about their child's progress. Partnership working with external agencies, such as the speech and language therapist and children's services, is effective which ensures that children receive support when required. Links with other settings and schools where children move onto, are in place. However, there is scope to strengthen partnership working to help moderate children's progress and to gain feedback on information the pre-school send to schools, so as to ensure consistency in children's learning experiences across settings.

## 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 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 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>	309470
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	864922
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	19
<b>Name of provider</b>	St Johns Church Playgroup Committee
<b>Date of previous inspection</b>	08/03/2010
<b>Telephone number</b>	07890 726 230

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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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