

# St Gabriel's Early Years Group

Inspection report for early years provision

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<b>Unique reference number</b>	218233
<b>Inspection date</b>	18/01/2012
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	St Gabriels RC Primary School, 283 Wilnecote Lane, Tamworth, Staffordshire, B77 2LF
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<b>Type of setting</b>	Childcare - Non-Domestic

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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 Gabriel's Early Years Group opened in 1998 and is run by a voluntary management committee. It operates from a purpose built building within the grounds of St Gabriel's R.C. Primary School in Tamworth, Staffordshire. The setting provides pre-school sessions and out of school care. Children have access to an enclosed, outdoor, play area. The setting serves children and families from the local and surrounding areas.

A maximum of 40 children from two years to under eight years may attend the setting at any one time. There are currently 119 children on roll, of whom, 69 are within the early years age group. The setting also offers care to children aged eight years to 11 years. The pre-school is open each weekday from 9am to 12noon and from 12.30pm to 3.30pm for 39 weeks of the year. The out of school club is open from 7.45am to 9.10am and 3.30pm to 6pm during school term times and from 8am to 6pm during school holidays. Children attend for a variety of sessions.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 20 members of staff who work directly with the children. Of these, 16 hold a National Vocational Qualification (NVQ) at level 3 and one at level 2. The manager is working towards a BA (Hons) in Early Childhood Studies and the deputy manager and one other member of staff hold Cache at level 4. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework and as a result children make good progress in their learning. Staff work effectively as a team and work hard to provide a welcoming and stimulating learning environment, although, the outdoor area is still developing. Practice is inclusive, supporting all children to actively participate in activities which meet their interests and developmental needs. Excellent partnerships with parents, the host school and other agencies have been established, ensuring children's individual needs are consistently met. The dedicated manager, staff and committee members all embrace the process of self-evaluation and demonstrate a good commitment towards the sustained and continuous improvement of the setting.

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

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

- provide additional resources to support children learning English as an additional language
- develop further the outdoor learning environment in order to fully maximise children's learning opportunities.

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

Excellent priority is given to safeguarding and protecting children. All staff have successfully completed their safeguarding children training, and as a result, they have an excellent understanding of their roles and responsibilities while protecting children in their care. The setting implements rigorous and robust procedures for the recruitment and selection of staff. This ensures that children are cared for by adults who are highly qualified and experienced and who bring key skills to the setting. Detailed risk assessments and daily safety checks are completed to ensure that all potential hazards to children are fully minimised. Staff are vigilant about the safe arrival and collection of children and routinely verify the identity of all visitors. Staff make good use of space and provide good quality equipment and resources. They are deployed effectively at each session and actively support children's care, safety and well-being.

Staff are positive role models, enthusiastic and work effectively as a team to ensure the smooth running of the setting. Termly team meetings provide valuable opportunities for staff to raise their views and share good practice, while regular staff appraisals encourage continued professional development of all staff. Staff fully respect each child's cultural background and value their linguistic diversity, however, visual prompts to support children who are learning English as an additional language are still developing. Excellent links have been established with other early years professionals, ensuring continuity of care and education for all children. The dedicated manager, staff and committee members embrace the process of self-evaluation and strive to improve the good provision further.

Partnerships with parents and carers are outstanding. Staff demonstrate an exceptional commitment to working in partnership with parents who are warmly welcomed by staff and clearly feel very comfortable within the setting. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well informed regarding their child's care and learning and are aware that they can speak to their child's key person at any time. Parents access a wealth of information regarding the setting through the use of a parents' notice board, newsletters and parent consultation meetings. Parents also volunteer their time to help and support the work of the setting. For example, every Friday one parent manages the library book loan service while another parent visited the setting to talk to the children about their work as a nurse. Parents expressed very positive views during the inspection. Comments included, 'our children are exceptionally happy and kept safe' and 'staff are excellent'.

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

Children happily enter this welcoming and child-friendly setting. They receive a very warm welcome from staff, settle quickly and are eager to immerse themselves in activities. They have good opportunities to make choices about their own learning and play as they freely access a wide range of stimulating activities and resources. Children benefit from both indoor and outdoor play experiences each day. However, while children relish being in the fresh air, the outdoor environment is not yet fully developed in order to fully maximise their learning opportunities. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. Staff know the children very well because they observe and assess them as they play and use information gained to inform future planning. All children have an individual learning folder which contains both photographic and written information about their learning and achievements. These folders are shared with parents at parent consultation meetings and are available for them to see at any time.

Children make good progress towards the early learning goals because they enthusiastically engage in an interesting and stimulating range of activities. For example, they enjoy exploring sound using musical instruments, singing and action rhymes. Indoors, there is great excitement as children tunefully sing 'Twinkle, Twinkle, Little Star', while outside, a group of children excitedly sing, clap, and stamp their feet as the music plays 'If You're Happy and You Know It'. Their creativity is supported well through a range of accessible resources, such as construction toys, role play equipment and access to sand, dough, water, spaghetti and paint. In the creative area there is great excitement as children explore dough. They confidently identify the different colours of the dough and say that it is soft and 'squishy'. They vigorously knead and stretch the dough to the sound of music, then roll, shape and cut it using a range of tools. Children enjoy looking at books independently and with their friends, and at story time they listen with enjoyment to their favourite stories. Children's information and communication technology skills are supported well as they access a computer, an interactive white board and a range of programmable toys. Their understanding of numbers is developing well through everyday activities. For example, they count how many children and adults are present at registration time and sing number rhymes, such as 'Five Currant Buns'. Children have good opportunities to develop their physical skills as they confidently pedal bikes, skilfully negotiate steps as they play on the slide and engage in regular physical education sessions in the school hall. Children explore their natural environment as they help to plant flowers, enjoy 'listening walks' and collect leaves for their collage pictures.

Children are secure and develop a true sense of belonging at the setting. They are polite, well mannered and show respect for each other as they play. Children are actively and consistently praised by staff for their efforts and achievements, and as a result, their confidence and self-esteem are carefully fostered. They develop an

understanding of the wider world as they access a range of resources that are representative of diversity and because they celebrate cultural festivals throughout the year. They are successfully encouraged to develop their own personal hygiene skills, such as independent toileting, and automatically washing their hands before snacks. They have a significant understanding of healthy eating through topic work, ongoing discussion with staff and through accessing healthy snacks each day. Children have excellent opportunities to take responsibility for their own safety by playing in a safe and supportive environment. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely. In addition, children in the out of school provision who take part in the 'walking bus' scheme know that they must wear fluorescent jackets and observe the road safety code at all times. Overall, children successfully demonstrate that they are acquiring skills that will help and support them in the future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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