



## St Teresa's School Extended Day Care

Inspection report for early years provision

**Unique Reference Number** EY218466  
**Inspection date** 17 July 2006  
**Inspector** Margaret Baines

**Setting Address** St Teresa's Avenue, Thornton, Cleveleys, FY5 3JT

**Telephone number** 01253 852 457

**E-mail**

**Registered person** The Governors of St Teresa's School

**Type of inspection** Integrated

**Type of care** Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

St Teresa's School extended day care has been operating since December 2002 with the addition of the nursery from 2005. It is a committee run service, that operates within St Teresa's Primary School. The school is situated in a quiet residential area, of Thornton Cleveleys and is in close proximity to the town centre, library and other facilities.

The children have access to a purpose built nursery room and the main hall with

adjoining small area. In addition, children have access to suitable toilet and hand washing facilities. There is a kitchen, for preparation of snacks. There are two enclosed outside play areas, available for children to access for physical play.

There are currently 53 children on roll, of which 36 children are under the age five years of age with 19 in receipt of funded education. There are currently no children on roll with English. Children with special educational needs are welcomed into the setting.

The setting is open five days a week Monday to Friday, term time only. The breakfast club opening hours are between 07.45 - 08.45, the after school club opening hours are between 15.10 - 17.30 and the nursery from 09.15 to 15.15.

The committee employs several members of staff who hold or are working towards an appropriate qualification. There is a manager in post who has responsibility for the nursery and a supervisor who has responsibility for the out of school club, both hold a level three qualification in child care.

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The setting receives support from local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

The children have a good understanding of the importance of hygiene. The older children understand that they must wash their hands at appropriate times of the day and the younger children are encouraged to develop this procedure supported by good teaching from staff. They can independently visit the toilets and wash their hands. Children develop good awareness of how to care for their health needs and know that they need their hats and coats when it is cold out of doors and their sun hats when it is hot, although several children did not wear sunhats on the very hot day. Children understand about the needs of their bodies and can identify when they need a rest or a drink. Their health needs are met in the main, through the provider's good health and hygiene policies and procedures.

Children are developing a good awareness of foods that are good for you through the five fruit and vegetable policy that the setting supports each day. Planned activities, such as food tasting also develop children's awareness of healthy eating. Children know when they need a drink and readily help themselves from the water jug available and older children use the fountain. Their dietary needs are met as the provider records full information from parents. Children chat happily in their social groups at snack and lunchtimes, as they enjoy their packed lunches.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming and in the main safe indoor environment. This is planned to meet their needs by ensuring play areas continue to be maintained to a high standard with resources readily available for them to make choices because staff carefully plan the environment to ensure children are stimulated effectively. This is evident in both the nursery and the out of school provision. Children learn to keep themselves safe because staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. They are aware that they must not venture into the section of the outdoor area where young seagulls are resting because the older birds may attack. The setting has a comprehensive risk assessment in place, which in the main effectively minimises the risk to children and helps to keep them safe as they play freely.

Both the nursery and the out of school care area are welcoming to parents and children, being enhanced by good examples of children's own work, which is attractively displayed. Photographs of children at play also reflect the positive ethos of the setting. Children delight in their work; they are eager to share this with others. Children are excited as they play in a setting where they can move freely and without restriction, as they access good play materials and choose activities and resources from those set out. The environment for young children is carefully planned through staff's good knowledge to ensure their safety and enjoyment in all aspects of their play. However, the exit in the main school building is a potential hazard as children could leave undetected.

Children's welfare is protected because staff are clear in their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur, which requires a referral to the appropriate agency.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children look forward to coming to the setting. They enter happily and quickly engage in a favourite activity as they wait the arrival of friends. They go to play confidently before circle time. They demonstrate good independent learning skills. Children enjoy creative play, they write, they draw and paint as they begin to form relationships and make friends. They are developing good imaginative skills as they enjoy the role play, booking airline tickets and choosing a holiday destination.

They actively respond in group time contributing their ideas facilitated by the good staff questioning. For example, they share news about themselves talking about when they have attended the doctor's surgery and how he made them better. Their curiosity and eagerness to play and learn are fostered through the well organised provision of choices of play and the enjoyable focused activities. Children make good progress as staff have a secure knowledge of the Curriculum Guidance for the Foundation Stage and are developing the introduction of the Birth to three framework.

Children enjoy an imaginative and varied range of activities that helps them to make progress in all areas of development. Their individual learning needs are assessed regularly by their key workers, although more detailed assessments are limited at present. Staff in the main are clear about what children can do, and therefore plan for the next steps within the planned activities. Both three and four-year-olds are becoming competent learners and use their very good number and language skills effectively in their play and as they respond in focussed activities. All children have their care needs met well through the daily routines, and by the time given by staff to each child to support and encourage their well-being. Children who attend the before and after school club enjoy a good range of activities, which meet their needs, as staff consult with the children to ensure the activities are both exciting and challenging for them. Children enjoy a varied programme as they wait for school to begin and at the end of the school day. For example, they enjoy outdoor play in the very exciting adventure play area. They may also choose quieter activities, such as art work, board games or simply chatting with friends.

### Nursery Education

The quality of teaching and learning is good. Children's individual learning needs are ably provided for by good curriculum planning that specifies the coverage of the stepping stones with consideration in the main given for ability levels and younger children coming in during the year. Staff are clear about what the learning intentions for the daily focused activities. Children's desire to learn is stimulated by the exciting range of activities organised, such as making folders for their art work, passports in the airport role play and painting in the outdoors. Children also love to make the play dough, which they eagerly use for model making. The present theme of holidays provides many interesting activities for the children to enjoy. Children eagerly select resources for their play ideas and freely move around the areas of the well planned continuous provision to settle to read a book, play in the home corner or the construction area. Children persist at their play for good periods of time, and concentrate intently in the group times that are well focussed by staff to encourage their sharing and listening skills. Their progress is assessed by staff identifying the key skills achieved; however, this at present is limited. Information from parents at admission is also used to aid planning for children's next steps to learn. Children's specific achievement of stepping stones towards the early learning goals are recorded within their development records and the Lancashire profile document.

Children are making good progress in all areas of learning supported by effective teaching that stimulates their curiosity and motivation to learn. They use numbers readily in their play and can count to ten and some beyond as staff make good use of everyday opportunities, such as circle time to extend children's mathematical skills. Their calculation skills are developing, as they decide how many insects are in the tray and how many plates they require at snack time. They eagerly identify shapes, such as a square and a circle. Children have good opportunities to recognise numbers as they consider the day of the week and match numbers in activities. Children also have very good communication, language and literacy skills as they eagerly use their good range of vocabulary to express their ideas during circle time as they talk about visits to the doctor and planned holidays. One child shared her book with the group with confidence at snack time. Children enjoy story time and music and movement, where they enthusiastically sing twinkle twinkle little star from

memory. They use their thinking skills to explain how they will fix construction pieces together. Children's emergent writing skills are developing, as they write their name on their art work and make lists in airport and the home corner. The labelling of drawers and boxes is at present limited therefore restricting children's' good observation of print in the environment.

Children competently use tools as they make the play dough and use this for modelling. For example, they made shapes and cakes as they play in the outdoors on the lovely sunny day.

They have good opportunities to develop their imaginative and creative skills, as they enjoy the role play in the home corner with the good selection of props. The airport theme provides many good opportunities for children to use their developing imagination, as they book holidays and take their seats on the aircraft. They also pretend to be making a cup of tea, care for the babies and dress up with the variety of clothes available in the home corner.

Children enjoy music and are learning to sing songs from memory. They have good access to musical instruments as they develop their skills to recognise loud and soft sounds. Children are learning to work together, the older children help the younger children. For example, as they use the computer. Children show good care and concern for each other and readily relate to each other's experiences and news. Older children help younger ones tidy up at snack time. Their good self-esteem is encouraged by staff that foster children's sense of belonging to their community and their place in their close and extended families.

### **Helping children make a positive contribution**

The provision is good.

Children are enthusiastically welcomed into the setting; they are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum. This applies to all children, whether they attend daily or on a part-time basis. The inclusion of all children is actively planned and monitored.

The children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines because staff are consistent and are very good role models, having high regard for each other and the children. Children's behaviour is very good; they learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries. For example, during the after school club, a member of staff reminds two children that their remarks are unkind.

The partnership with parents is good. The effective partnership contributes significantly to children's well being. Parents are provided with comprehensive information which informs them about the care provided. Parents' views are actively sought, and they are provided with regular information to update them on aspects of the pre-school and the out of school club. Parents learn about their child's development through discussion and strong links with their key worker. They are

actively involved in their child's learning by providing detailed information at the time of the child's registration. They also update the key worker on any significant changes and development, and they contribute to the topic work particularly with the funded children. This ensures children's individual needs are met and a strong link is made with home.

The children learn about their community and other cultures, as they engage in activities which promote their understanding. Children experience celebrations of various festivals, such as Chinese New Year. They also enjoy Christian celebrations, such as Easter and Christmas.

Children enjoy playing together and learn to share as they wait their turn. For example, as they play in the play house and wait for their turn to play in the water tray. They learn to manage their behaviour and are well mannered as they ask for a drink, saying please and thank you. This positive approach fosters children's spiritual, moral, social and cultural development

## **Organisation**

The organisation is good.

Children's care is enhanced by, in the main, a well organised environment, which enables children to make choices from a very good selection of appropriate resources. Children's needs are met and safeguarded because all legally required documentation is well maintained. All policies and procedures are regularly reviewed and updated. As a result, children's welfare is further protected. The setting has provided a robust system for the vetting and clearance of all staff, in line with the change in legislation, to further meet the needs of children.

The leadership and management is good, with staff being led by a committed management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills, to improve their practice, and therefore the care of the children.

The setting promotes the education and outcomes for children well, with a team of committed staff who continuously review their own performance through staff meetings and monitoring children's progress. The management monitor staff performance through direct observation and discussions, in order to improve the care and education provided for children.

Overall, the provision meets the needs of the range of children who attend.

## **Improvements since the last inspection**

At the last inspection, the provider agreed to devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it. Devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. The provider also agreed to ensure the staffing ratio is maintained at all times and staff arrival and departure

times are recorded and to formulate a procedure for lost children. Agreement was made to make available healthy and nutritious snacks for children and to make available to parents Ofsted contact details if they have a complaint. The revised policies are now in place together with a written special needs statement. Staffing ratios are met, and a record is in place to confirm staff attendance. There is also a procedure for staff to follow in the event of a child becoming lost. The setting provides healthy snacks, which include fresh fruit. Parents are now provided with a detailed complaints procedure. These improvements ensure that children's needs are met effectively and their care is therefore enhanced.

### **Complaints since the last inspection**

Ofsted received concerns on 21st June 2005 in relation to National Standard 1, Suitable Person. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration. Ofsted also received concerns on 5th April 2006 in relation to National Standard 2 - Organisation, National Standard 3 - Care, learning and play and National Standard 6 - Safety. The Compliance, Investigation and Enforcement Team again contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children do not leave the premises undetected.

#### **The quality and standards of the nursery education**



To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- enhance the environment by providing sufficient examples of appropriate print to enable children to make connections in their learning
- develop the natural outdoor play area to enhance children's learning using natural resources (applies also to care)
- increase the frequency of observations and assessment of children's achievements to further enhance their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)