



## St James's Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313952
<b>Inspection date</b>	20 September 2006
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<b>Registered person</b>	St James's Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 Jame's Pre-school opened in 2005. It is located in Beckenham. The group operates from a church hall, with access to an enclosed outdoor play area. The nursery is open five days per week term time only. Sessions run between 09.30 to 12.00 and 12:30 to 15:00. The pre-school is closed Tuesday and Friday afternoon.

The nursery cares for a maximum of 46 children aged from two to five years at any session. There are 27 funded three year olds and 28 funded four years olds. Most children live in the local area. The group supports children with learning difficulties and disabilities.

There are 11 full and part time staff who work with the children, six have a recognised early years qualification. The setting receives support from a mentor from local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and well organised nursery environment. Children access a range of good quality activities, that are enjoyable and meets their individual needs and contributes positively towards their health. Children access outdoor activities daily, where they benefit from fresh air and physical exercise. Children play with ball, wheeled toys and climbing equipment to develop their co-ordination. Therefore children are developing a positive attitude towards physical exercise, through appropriate physical challenges. For example, children enjoy balancing on a walking beam and a game of hop scotch. Children are becoming aware of space and move around the outdoor area skilfully on their riding equipment.

Children are developing an understanding of good hygiene practice. For example, they are encouraged to wash their hands before their snacks. The older children are very good at attending to their own personal needs. For example, they visit the bathroom independently. The younger children are developing an understanding of good hygiene practice with support and assistance from the staff. Children are provided with opportunities to practise and achieve independently.

Children's well being is safeguarded, by clear procedure and policy, in regards to caring for children that become unwell. All required documentation in place. Children's well being is protected through staff's updated knowledge in first aid.

Children enjoy well balanced and nutritious snacks that contribute to a healthy diet. They are developing a good understanding of healthy eating. They have access to drinking water throughout the sessions. Children have a wide variety of healthy snacks that is appealing to them and meets their individual needs.

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

The provision is good.

Children move around the nursery freely and safely. The staff take the necessary steps that minimises risk for the children in and outside the nursery. Children explore their surroundings in a safe and stimulating environment. Children access a outdoor area that is safe and secure. Children enjoy a wide range of toys and equipment that meets their needs and interest. Therefore children access a good quantity and quality of toys and equipment. The toys are age appropriate and meet safety standards. There is sufficient space to meet the needs of the children, where they play and socialise with others. The equipment enables children to meet their specific needs.

The staff give high priority to maintaining children's safety, through the well established policy and procedures for outings. For example, risk assessments are completed before all outings. All safety equipment in place is in working order. The staff safeguard and promote children's welfare through the clear child protection procedures. For example, staff have completed child protection training. They work in line with Local Area Child Protection Committee Procedures.

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

The provision is good.

Children settle very well at the nursery. They have built good relationships with the staff who they respond well to. Staff interact very well with the children and use opportunities to extend the children's knowledge, through learning opportunities that arise during play. Children access a wide range of learning experiences that are age appropriate and build upon what children already know. The children enjoy interacting with their friends and the company of others. They play very well and welcome others into their play.

### **Nursery Education**

The quality of teaching and learning is good. The staff provide children with opportunities to learn and explore within their surroundings. The learning experiences are interesting and challenging for the children. The children are encouraged to make choices about their activities. They move around the nursery independently and confidently as they investigate the different range of activities.

The staff interact very well with the children, they get involved in the children's play. For example, in the Barber and shoe shine shop a member of staff sits in the chair and pretended to be a client. She was talking to children about what they are doing and asking them questions that encourages them to express their thoughts. Staff encourage children to share information about themselves and others in a friendly manner. For example, they share information relating to the colour of their hair and eyes.

The children enjoy a wide range of learning experiences that are age appropriate and provide sufficient challenges for children. Children are beginning to share and take turns. They are grasping the concept of mathematics through a range of activities. For example, children can count to 10 and beyond. Therefore children are developing an understanding of mathematical thinking. They are learning to recognise different shapes and size in different forms. For example, they enjoy joining and assembling using different containers and mediums. Therefore children are developing a understanding of two and three dimensions. There are plenty of opportunities for children to use programmable equipment. For example, they enjoy using the computer. The children enjoy and benefit from their sessions on the computer through support from staff. There are plenty of opportunities throughout the sessions for children to enjoy one to one attention from staff. For example, during a cake decorating activity children came freely to take part in the activity. Children are beginning to develop early writing skills through enjoyable activities. For example, a child formed the letters of his name in the table top sand tray. Therefore children are learning to form letter through a range of different practical experiences. The children enjoy their time in the outdoor area, where they ride bikes, climb and balance. Therefore children benefit from the good opportunities to develop their physical skills through the wide range of equipment. Children are enjoying taking on different roles as they play and interact with their friends. They enjoy the company of their friends and play very well together. Children relish opportunities to sing songs independently at group time. They are becoming confident and operate very well in large and small groups. Staff are very good at encouraging children to use their imagination. Staff are skilled at acting upon learning opportunities to increase children knowledge.

Staff record observations of children's progress in all areas of learning, but they are not consistent in identifying the next steps for children's learning and how children's learning will be moved on. They evaluate activities and recognise aspects of activities that need to be improved to benefit the children.

There are no children present with special needs. The nursery have a designated special educational needs coordinator and useful links have been established with the local area inclusion officer.

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

The provision is good.

The staff know the children well, they have built good relationships with each other. They are developing self assurance through the close relationship that they have with their friends. For example, a child informed me that another child is her friend. Children share their personal experiences and future events. For example, "I'm going to big school". The children are becoming confident communicators. The children engage in play very well together. They show consideration towards each other, they greet and welcome each other into activities. For example, they all play cooperatively whilst waiting for petrol in a role play activity in the outdoor area. Children are developing their independence as they take themselves to the bathroom. Children are confident in their environment. Children are well behaved and play together harmoniously.

Staff are very good at praising and encourage the children for their achievements. They understand the positive impact this has on children. The children are becoming confident learners through the learning opportunities provided by the staff team. Children with English as an additional language are integrated well within the group. There are no children present with special needs. There is a special educational needs co-ordinator, that works with the inclusion officer. All children participate in all activities that are made available.

Children value diversity. They access a broad range of play materials, play opportunities and activates that reflect disability, diversity and acknowledges cultural differences. They are provided with opportunities to investigate other cultures through celebrations of different cultural events, for example, displays on Jewish New year and Chinese New Year creative activities. The nursery fosters children's spiritual, moral, social and cultural development.

Partnership with parents is very good. Parents are welcomed into the setting and staff provide parents with information daily. They are well informed of events through a regular newsletter. They provide different opportunities for parents to discuss their children's progress. For example, through open days and daily information. The parents have the opportunities to contribute to their children's learning, for example, parents are encouraged to assist in morning or afternoon sessions.

## **Organisation**

The organisation is good.

The management provide staff with opportunities to progress. They have a clear sense of purpose as they know their role and responsibilities. There are high staffing levels and most of the staff hold early years qualifications. Staff not qualified are working towards early years qualifications. Staff access a variety of different courses, for example on the Birth to three matters framework and Child Protection. The benefits from attending the training is reflected in the setting's planning of activities. The planning is collaborated well and completed well in advance.

There are policies and procedures in place, including one for complaints. These are shared and accessible to parents. All staff have access to the policies and understand them. Some records lack details, for example in the attendance documentation.

The staff use their time well. There are systems in place for recording children's achievements and their progress. There are some inconsistencies in the records for recording children's targets. A key worker system is used which enables staff to know the children well. The children feel secure and confident with their carers, which helps to build secure relationships. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

N/A

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints 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):

- make sure the registration process includes times of arrival and departure.

### **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):

- make sure recording of children's next steps of learning is consistent

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)