



St Georges Preschool

Inspection report for early years provision

Unique Reference Number	EY242243
Inspection date	30 November 2006
Inspector	Sharon Waterfall
Setting Address	Church Hall, St John's Avenue, Rugby, Warwickshire, CV22 5HR
Telephone number	07811 454416
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Registered person	St Georges Preschool
Type of inspection	Integrated
Type of care	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.

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 George's Pre-School registered in 2002 and is based at St George's church in the Hillmorton area of Rugby. It is run by a management committee, which is primarily made up of parents of children attending the facility. The group are based in the church hall and serves the local community. There is a secure outdoor area adjoining the hall.

The group operates sessions five mornings a week, Monday to Friday, between 09:15 and 11:45, though on Tuesdays and Thursdays an optional lunch club runs until 13:00. Currently there are 25 children on roll in the pre-school, with children attending a variety of sessions, of these 21 are funded children three and four year olds. The facility supports children who have learning difficulties and/or disabilities and those for whom English is not their first language.

There are four members of staff who work with the children. All staff have relevant Early Years qualifications. The facility has good links with the local school and is supported by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are encouraged to eat healthily through the nutritious snack provided. The snack bar is available for the children to access independently and the children chose the portions they require and the drink they would like. Fresh fruit is provided daily. The children planted, harvested, cleaned and ate their own carrots earlier within the year. Giving them knowledge about where foods come from. Within activities planned to celebrate different cultural festivals the children have tasted a range of dishes, widening their experiences and providing them with opportunities to use their senses to explore new foods.

The children are able to access an exciting range of tools that enable them to engage in complex hand to eye coordination skills. An obstacle course was set up for the children to guide a remote control car around, they were able to use real wood working tools and access a range of small one handed tools such as cutters, spades, pencils and chinks. For large physical skills the children climb and slide on large apparatus, use wheeled equipment and practise a range of ball skills.

The children learn about the importance of personal hygiene through the daily routines and staff good role modelling. Written policies and procedures are implemented within current guidelines and promote children's health and welfare. The spread of infection is limited as information is shared with parents regarding infectious illness.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The staff have worked hard to improve the overall welcoming feel of the setting. An action plan implemented after the last inspection has resulted in redecoration, bright coverings and furnishings, as well as many more of the resources being independently available to the children. Room dividers enable staff to section off areas of the large hall to provide cosier spaces for quiet times such as circle time. Interactive activities on these dividers and on the display boards give the children more involvement within the environment. More emphasis has also been placed on displaying children's work in an attractive way to give them an improved sense of belonging. Within the foyer there is a board that displays photographs of the children and their families and on entrance the children register themselves as present.

Resources and activities are age appropriate for the now more varied age range of children attending and the session structure has been adapted to better suit the younger children. A wide range of activities are set out for the children to chose from on a daily basis, with outdoor play, circle time and stories and songs ensuring a variety of interesting activity changes in each session.

Children's safety is a priority and staff complete a daily check of the premises, identifying and resolving hazards on an on-going basis. However, an issue has now been identified with the outdoor area due to wet leaves and is hazardous under foot. Staff supervise children well within the premises and give great thought to children accessing areas of the setting, ensuring they move around safely and freely.

The person with accountability for child protection is new into the role and has attended basic training within this area. She has an appropriate awareness of child protection issues and reporting concerns, but would benefit from more advanced training for the level of responsibility. Written procedures are in place and meet Local safeguarding Children's Board guidance.

Helping children achieve well and enjoy what they do

The provision is good.

The setting is implementing the 'Birth to three matters' curriculum for their younger intake of children. Within this the children are provided with a beautiful range of interesting and stimulating activities in which they learn a range of outcomes, whilst having fun and self-exploration. The children are settled into the setting at their own pace and staff use the information gained from parents about a child and use his own interests to help him become secure. Independence is encouraged and the children make many of their own choices for play and care needs. They become competent learners as they freely access a range of activities such as using a computerised reading system, junk modelling and different coloured play dough. The strong child designs their own collage from a range of mediums, learning about joining materials, colours and patterns. The skilful communicator enjoys joining in with songs and rhymes and takes part in discussions at circle time.

The quality of teaching and learning is good. The children are making good progress towards the early learning goals. The staff work together to link planning to the needs of the children, though this is not always evident in the written documentation. Activities are based on themes and the staff provide a range of very interesting activities for children to learn from. As far as possible they have adapted the environment so that the children can be more interactive within it, accessing a range of resources freely. The planning differentiates between the stepping stones for the differing abilities of the children and makes it clear to staff what the learning outcomes are. Staff and children have very good relationships; children approach staff easily for support and for comfort. The session structure works very well, the children are secure and familiar with the routines. This adds to their abilities to be independent and to take on responsibilities.

The writing area is freely accessible to the children and they are confident in accessing the writing materials and paper. An activity of writing Christmas lists to Santa has enabled the children to understand that print has meaning. They also used scissors to cut out pictures from catalogues of the items they would like. The envelopes were addressed and staff supported the children in this task. The older children are beginning to understand that the symbols are messages. There is a post box in the graphics area and staff have found that children who would not normally enter this area are keen to post their letters. The three year old using the computer was able to say 'that's writing across the top'. An activity completed at home involved the

parents in the children's learning. They took home a suitcase with the letters of their name in and were asked to find items at home that began with the same initial letter sounds.

A range of interesting activities helps the children to learn basic mathematical concepts. For example, the children used a remote control car and had to steer it through an obstacle course to the correct numeral card. Through this they learnt positional language, under, over, through and left and right, they also had to recognise the correct numeral to park the car on. During the session the children played skittles, this helped them to learn basic addition and subtraction as they counted how many skittles were left up and how many had been knocked down. Through the jigsaw puzzles the children problem solve, trying to match shape, colour and pattern. For the younger children this can be a difficult task of trial and error, for a more able child a puzzle with more pieces in gave him some challenge.

The children's knowledge of the world around them is extended through a range of stimulating outings and interesting visitors to the sessions. The children went to the local bakery and then the role play area was set up to support their experiences. They have had visits from fire and police officers, a nurse, library story teller, an animal man and the ambulance service. The children have visited the church and the local school. They particularly enjoy helping in the garden to plant foods and flowers, this activity was extended into the setting as the role play area was a garden centre. Other activities linking to this theme included ferocious footprints, the children wore Wellington boots and stood in a bucket of water, they then made different sorts of footprints in the outdoor area.

The children listened to the story of the Ugly Duckling, and then made a large nest outside with twigs and sticks. They dressed up as the duckling and were able to recall and retell the story by acting it out. Imaginations are used in their creative work also. They freely access paints, crayons and collage and design and create their own collages and pictures. Outside a small group of children worked together to build a tall tree from large construction blocks. The children explore a range of different textures as they use porridge oats, pasta, jelly, dough and sand and water.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. The key worker spends time discussing with parents all aspects of the child's individual care routines when they begin at the setting. This induction process securely aids the child's transition into Pre-School, with knowledge gained through this procedure having been successfully used to settle unsure children. Parents regularly see children's individual play plans and are invited to make comment regarding their knowledge of their child's abilities. Planning is displayed for parents to see and staff make themselves available to parents at the beginning and ends of the session. Regular newsletters and a parent's pack keep them informed of current events. Lenny the Lion helps parents to be involved in aspects of learning as they care for the teddy over holidays and report back to Pre-School what exciting adventures he has had. Within the committee many of the new members are parents and are therefore very much involved with how the setting is organised.

Behaviour management strategies are exemplary and foster children's understanding of acceptable social skills. Even the youngest children are able to sit, listen and concentrate for periods of time and are aware of the rules of respecting and listening to the speaker. Puppets are used in discussion groups to reinforce issues such as being kind to friends and children receive constant verbal praise and rewards such as stickers. Their self-esteem and confidence are raised as their achievements are valued and they are encouraged to make decisions for themselves. Children's social, moral, spiritual and cultural development is fostered.

The children are very much valued as individuals. Play plans identify future learning outcomes specific to each child and staff assess their development on an on-going basis. Through daily routines, planned activities and discussions they learn to respect one another and have their own feelings valued. Celebrations of a variety of cultural festivals throughout the year enable the children to understand differing people's beliefs in our diverse community. All children are fully included in the activities, with extra support obtained for children to ensure they can benefit from their attendance within the setting.

Organisation

The organisation is good.

Staff are extremely committed to ensuring that the children are happy and secure within the setting and to promoting improvement in their care and learning. An excellent action plan was put into place after the last inspection, with photographic evidence of how this has been on-going to present day. The staffing and committee has changed within the last year, which has led to a range of changes in structure and organisation. A more pro-active approach is being taken to support the day to day running of the Pre-School and roles and responsibilities are better delegated through the committee. All staff are now involved fully within planning for the children and regular meetings are held. Appraisals and a training plan are in place to support the needs of the Pre-School in changing regulation and guidance; ensuring staff are up to date with current requirements. Children benefit from well qualified staff who work together as a team to promote children's care, learning and play.

Leadership and management is good. The action plan also evidences that key issues set at the last inspection have been implemented and monitored to ensure continuing improvement. In addition to this they also have a setting improvement plan, which has recently focused on improvements including the outdoor area, use of musical instruments and completion an accreditation process. The education programme is evaluated and monitored through children's on-going achievements and visits from an advisory teacher.

The provision meets the need of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection three recommendations were raised to improve the care for children. These have been implemented through an on-going action plan. The recommendations were to maintain all areas of the setting at an adequate temperature and in a suitable state of decoration, implement procedures for outings and expand resources to include positive images of people of all abilities. The pre-school has been redecorated and heating has been installed

in the toilet area, making a far more welcoming and pleasant environment for children. A written policy has been implemented for the safe conduct of outings for children and a range of resources that promote children's awareness of people of differing abilities has been purchased. These ensure that children's care and learning are improved.

At the last education inspection a key issue was raised regarding the use of information technology within children's activities. The setting has purchased a range of resources including remote control toys, a laptop computer and every day technology such as pretend phones, toasters and vacuum cleaner. The children are able to access these on a regular basis to support their overall learning.

Complaints since the last inspection

Since the last inspection 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

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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 identified hazards in the outdoor area are minimised immediately
- ensure the person with responsibility for child protection has up to date and relevant training for the role

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):

- ensure the planning links into the assessments to show specific learning outcomes for individual children.

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