

St Matthew's Pre-School

Inspection report for early years provision

Unique Reference Number	122612
Inspection date	14 March 2007
Inspector	Debbie Molly O'Callaghan
Setting Address	71 Station Road, Redhill, Surrey, RH1 1DL
Telephone number	01737 778162
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Registered person	St Matthew's Pre-School
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 Matthews Pre-School has been registered as a sessional care facility since 1993. It operates from the church hall of St Matthews Church situated in the area of Redhill, and serves the local community. The group has access to a large hall, kitchen and toilets. Children have access to an outside play area which comprises of a grassed and paved area.

There are currently 55 children on roll, which includes 26 three year olds and 10 four year olds who are in receipt of funding. The pre-school is currently caring for children with special needs and children who speak English as an additional language. The pre-school opens each weekday mornings from 09:15 until 11:45 and on Monday, Tuesday and Friday afternoons from 12:30 until 15:00. The pre-school is open term time only.

Staff hold appropriate child care qualifications or are engaged in relevant training. They also have training in first aid and child protection.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Consistent daily routines encourage children to develop good personal hygiene skills and a good awareness of keeping healthy. For example, children learn about their own personal hygiene as they wash their hands after using the toilet and use hand wipes at snack time.

The spread of infection is effectively prevented because staff follow illness and medication policies, which are clearly documented and shared with parents.

Staff maintain good hygiene practice, for example, they thoroughly clean tables before snacks and ensure all areas that children use are maintained to a high standard which minimises the spread of infection. Most staff hold current first aid certificates, so that children are appropriately dealt with in the event of an accident.

Children develop a positive attitude to healthy eating, as they enjoy nutritious and varied snacks which parents help to provide. For example, children enjoy foods such as pitta bread, fruit and breadsticks which introduce them to good eating habits as well as experiencing the delights of different tastes.

Children grow and develop well because the setting is well equipped both indoors and outdoors to promote their physical skills. They are supported with a well planned and effective timetable of activities where they enjoy exercise both inside and in the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a spacious, well ventilated bright environment, which is very welcoming. Staff carry out appropriate risk assessments regularly to keep children safe and children learn about safety in their every day practices, topics and themes. For example, children participate in regular fire drills and they learn about road safety from visits from people such as the Lollipop lady. Furthermore, they practice procedures such as holding hands and stopping at the kerb to look and listen for traffic which helps to raise their awareness of hazards when crossing roads.

Children play with equipment which is very well maintained, cleaned and checked daily. They move freely in areas where resources are stored safely, attractively and within their reach which means that children can independently choose their toys. Records relating to children's safety and health, such as registers, accident and safe collection procedures, are effectively managed and shared with parents.

There are very good systems in place for the safe arrival and departure of children. Most staff hold a current first aid certificate and all have a sound understanding of child protection issues. This promotes and safeguards children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and secure because staff know them very well and meet their individual needs effectively. The rooms are well-organised so that all children play at their own level and

access a varied range of activities within a relaxed and friendly atmosphere. Children become skilful communicators, as staff use story times, circle and snack times to talk to children and help them to listen and respond.

Nursery Education

The quality of teaching and learning is good. Children make consistent progress towards the early learning goals because have a sound grasp of how the Foundation Stage is used to plan activities to help children achieve their own individual levels. Staff understand what children need to learn from their observational notes and, as a result, most planned activities help to move children forward in their learning. However, some activities can be too adult directed and children do not have time to experiment for themselves. As a result opportunities for children to be truly creative are limited.

Children look forward to their time at pre-school and quickly learn the form of their name through self-registering themselves each day. They are encouraged to write their own names on their art work and attentively listen to stories. Children eagerly work together, sharing toys and equipment. Staff help them to participate in planned topics which explore their senses, encouraging communication, by asking open questions and valuing children's ideas about how they express their feelings in their work. For example, children discover the delights of painting creatively with paint textured with rice and stars, with staff helping them to express their sense of touch with descriptive words such as goeey, bumpy and rough.

Children enjoy lots of art and craft activities linked to the current theme. For example children make textured pictures as part of the Senses theme. They enjoy looking and feeling a range of textured natural objects from a treasure basket such as stone, brass and various materials.

Activities and resources are available for children to develop their physical and co-ordination skills. They look forward to periods of music and movement where they listen to songs, wave arms and nod heads in time to the rhythm. Children also catch and throw balls through numbered holes, which also raise their awareness of numbers as they count regularly throughout the session. Children also enjoy matching colours, playing number games with dice as well as looking at comparing different shapes and sizes.

Children's understanding of the world is promoted in most areas. Staff make the most of the community in which children live by arranging visits from people who help them, such as the lollipop lady and police and fire officers. Children enjoy dressing up in uniforms to recreate stories. Children also look at the world of nature by observing different flowers and comparing fossils and snails. Information and technology is mainly in the form of a computer where children can practice their mouse control whilst engaging in other forms of learning such as colour matching and number recognition.

Children speak very confidently to peers and adults. They talk openly during free play about themselves and their families. They are beginning to express their ideas and experiences well using good vocabulary.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and staff acknowledge differences and preferences. All children have access to the full range of activities. There are sufficient resources that reflect

all aspects of society. This encourages children to develop a positive attitude towards diversity. However the resources are not always readily available. Well planned topics and activities help children to understand and appreciate other cultures.

There are very good systems in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Children behave well and learn to respect their environment. They willingly help to clear away toys and enjoy responsibilities. For example, sharing craft materials and helping to tidy away toys. Staff are consistent in their approach to behaviour management and use appropriate strategies. This helps children learn right from wrong.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive appropriate information about the setting and a newsletter which keeps them up to date with current events. Parents also receive regular feedback on their children's progress in their learning in the form of written observations. Current planning and topics are displayed on the parent notice board.

Organisation

The organisation is good.

The leadership and management of the nursery education are good. The provider ensures that appropriate procedures are in place to make sure staff are qualified and suitable to work with children. Staff are effectively deployed and understand their roles and responsibilities so that children are well cared for and ratios and maintained. Staff receive a suitable induction period and are fully supported to continue their training to up date their knowledge and skills.

Children are well grouped and the key worker system ensures appropriate support and care throughout the session. Evaluation of activities identifies strengths and areas for improvement, however they are not always followed through and children are not always challenged at the right time. Good staffing ratios are maintained and staff work directly with the children at all times.

All required documentation is maintained to manage the daily safety and welfare of the children. The area in the hall is utilised well to maximise the benefits of space for children to explore and develop in all areas of development and learning.

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

Improvements since the last inspection

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- continue to develop and make readily available the range of resources that enable children to learn about the wider world.

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):

- further develop the evaluation of children's progress.
- review the use of resources and staff to allow children greater independence to explore, experiment and make decisions about their learning

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