



St Andrews Pre-School

Inspection report for early years provision

Unique Reference Number	206152
Inspection date	13 March 2007
Inspector	Justine Ellaway
Setting Address	St Andrews Church, Blagreaves Lane, Littleover, Derbyshire, DE23 1PX
Telephone number	01332 270646
E-mail	
Registered person	St Andrews 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 satisfactory.

WHAT SORT OF SETTING IS IT?

St. Andrew's Pre-School opened in 1971. It operates from three rooms in St. Andrew's Church, Littleover, Derby. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday during term time from 09.00 to 11.30 and on Monday, Tuesday and Thursday from 12.45 to 15.15. All children share access to a secure enclosed outdoor play area.

There are currently forty-five children from two years to under five years on roll. Of these forty-two children receive funding for early education. Children come from the local area. The pre-school currently supports a number of children with learning difficulties and also supports children who speak English as an additional language.

The pre-school employs ten members of staff. Of these, eight hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well within the setting. The hall is clean and tidy. Children are encouraged to wash their hands and staff explain to them why they should do this. As a result children understand the importance of this and say it is 'because we will get dirt all over the food', as they wash their hands before snack.

Children receive appropriate care when they have an accident or are ill. There are a high number of first aiders and a list is included in the operational plan of which ones are working during each session. An appropriate first aid box is maintained with a list of the contents for reference. A clear policy is shared with parents which confirms what action will be taken if a child becomes ill during the session, which promotes consistency of care. Appropriate records are maintained of accidents which are signed by parents.

Children enjoy regular and varied opportunities to be active and have physical exercise, which promotes development of their physical skills. There is large play equipment inside which they climb on. There is also a daily outdoor session where children enthusiastically engage in play with the varied play equipment including a parachute, hoops, beanbags, balls and ribbons as well as playing circle games. Staff interact well with the children to encourage their participation and challenge them to try and develop certain skills, such as throwing a beanbag into a hoop. Children engage in activities that promote development of their small muscle skills. They use scissors, pencils and glue spreaders on a regular basis. Children show an awareness of their own space as they negotiate around others both indoors and outdoors.

Children have appropriate opportunities to learn about healthy living and talk about what effects exercise has on their body after they do a keep fit session. They also talk about healthy eating and taste different foods.

Children are well nourished. They enjoy a health snack of different fruits and can eat as much as they want. They decide when they want their snack, they select their name card and a mat and help themselves to the food which promotes their independence. Children sit together at a table and good manners are encouraged. As a result their social skills are developed. Children have constant access to drinks to ensure they do not become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are greeted by staff as they arrive. The setting is made welcoming to children with toys and resources laid out for when they arrive. There is a good amount of space, with a main room set out with tables and chairs for activities, along with separate areas for physical play, snack and story time. A written procedure and plan shows how consideration has been given

to access around the room as well as the proximity of activities to certain facilities such as the kitchen. As a result children can play uninterrupted and can move around easily.

Children have access to a good range of toys and resources, such as musical instruments, small world toys, games, puzzles, books, dressing-up clothes, art and craft and construction. They are bright and attractive and in good condition. As a result they are appealing to the children. Permanent areas are set up within the room such as a book corner, home corner and small world area and staff rotate the toys and resources to provide variety. Children choose where they want to play during the session. As a result children's independence is fully promoted and they engage in play for long periods of time.

Children's safety is effectively promoted within the setting as most risks and hazards are minimised. Close supervision is maintained at arrival and collection times so that children do not leave unsupervised. Staff undertake a daily checklist to confirm areas within the main room are safe. There is a display of the number of children present during the session and staff count them in and out for outdoor play. Access to the premises is restricted and key holders are discouraged from entering the centre during the hours of operation. However, the risk assessment has not been updated for a number of years and equipment stored in the side room poses a potential risk to children's safety.

Children's safety is well promoted when they go on outings and in the event of an emergency. There is a clear written policy for taking the children on outings and the setting follows a high adult child ratio. Clear procedures are in place for evacuating the building including a log of the regular drills.

Children's welfare and safety is effectively promoted in the event of child protection. Staff are clear on possible signs and what their responsibility is for dealing with any concerns. The designated person is clear about her role for reporting. The written policy contains appropriate information.

Children have good opportunities to learn how to keep themselves safe, both through reminders from staff and through topics and activities. They have had visits from both a lollipop person and police officer, talking about particular issues.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well and are happy in the setting as they are given good support by staff. Staff sit with children until they feel comfortable to join in with activities and begin playing. Children's self-esteem is well promoted within the setting. Staff use lots of praise and encouragement and positive interaction. When a child shows a staff member a painting she asks about what she has painted. As a result children enjoy their time at the pre-school.

Children enjoy a varied range of activities. Each session children can enjoy free play, painting, physical play, outdoor play, singing and stories. The 'Birth to three matters' framework is currently being implemented within the setting.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Staff have a suitable knowledge of the Foundation Stage and know how children progress through the curriculum and what the expected levels of achievement are. They are familiar with the areas of learning and aspects. Planning is clear and identifies which area of learning is being covered by an activity and what the learning intention is. Differentiation is identified in the planning for three different levels, however, this does not always build on what the more able children can do. As a result children who are more able are not sufficiently challenged.

Appropriate development records are in place and they are regularly completed by the child's key worker. Most of the records are up to date. However, these records are not currently used effectively to inform the planning. Regular observations of the children are undertaken both through focused activities and ad hoc achievements that staff notice. Some of the observations provide clear evidence of whether children have achieved something or are working towards it. Suitable methods are used to help children progress. Staff interact well with the children and ask them appropriate questions. The use of time and resources is effective in providing a varied and stimulating environment.

Children's independence is well promoted within the setting. They put their own apron on when they paint and put it back when they have finished. Children listen well to instructions and maintain attention for long periods of time. They will persevere at tasks. For example, a child tries fitting wheels to a car and tries them different ways until he has done it. Children are developing a good sense of caring for themselves and others. During a visit from the Royal Society for the Prevention of Cruelty to Animals they were introduced to an animal that had been neglected by its owner. This topic was extended and included children learning about how to care for the toys and resources in the setting.

Children are able communicators and talk to each other during play and at snack time. They pretend play in the home corner and a child phones home and speaks to his parent. Children regularly use the book corner and enjoy looking at books independently as well as listening to stories read by staff members. There are good opportunities for children to develop an understanding of letters and simple words. They select their name card at registration and for snack and choose a mat with a letter on. Children are developing their writing skills. They are encouraged to write their name on their work and use pads and pencils for different purposes. For example, they make a note of what they have found on a mini-beast hunt.

Children have varied opportunities to count, some more able children confidently count beyond five. Staff members sometimes introduce calculation during activities. Children use appropriate size language during play such as small, medium and big.

Children enjoy varied opportunities to explore and investigate and use their senses. They play with different things such as shaving foam and corn flour and talk about how it feels. A child says the shaving foam feels soft and squeezes his hands together to demonstrate. Children regularly play with play dough and make their own with flour and baby lotion. They investigate insects outside and the changes when water is added to a tea bag.

A topic on recycling included a visit from staff from the local recycling centre. Children have sufficient opportunities to learn about information and communication technology as they regularly use programmes on the computer, although they do not currently have access to other resources. There are sufficient opportunities to learn about a sense of time. Older people came into the setting to talk to the children about their childhood.

Children have lots of opportunities to learn basic primary colours during the session. They regularly engage in singing and play musical instruments with control. During a story the children have to play their instruments quietly and loudly. They play with a 'beat baby' toy and clap a rhyme to learn about rhythm. Children use their imagination well when they are playing. Their creativity and imagination is not fully promoted during creative activities. The choice of resources is sometimes restricted so that children cannot choose what the finished article looks like.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met to ensure they are included in the group. An additional information sheet is completed at the time of placement and includes information such as children's favourite toys and interests. Staff use this to help new children to settle and refer to it when deciding what toys to put out. Staff work closely with the children and are able to say what their likes and dislikes are.

Good support is given to children with special needs. There is a clear written policy with specific reference to disability. The Special Needs Co-ordinator is very clear on her role and responsibilities. She has undergone a range of training sessions and has regular contact with the Early Years team within the Local Authority for advice and support. Clear targets are established for children and there is regular communication with parents and other external agencies.

Children behave well whilst at the group. They play together and share and take turns. Staff are good role models who are calm and positive in their interaction with children. They give children lots of praise and encouragement whilst they play. Any issues with inappropriate behaviour are dealt with calmly and quietly, staff get down to the children's level, they explain why the behaviour is inappropriate and distract the child or negotiate that they play with something else. As staff are clear in their interaction with children, children know the expectations. For example, when the bell is rung they come and sit on the carpet quietly and without a fuss. During play a child reminds another child that you should not run inside. Children's social, moral, spiritual and cultural development is fostered.

An effective partnership with parents is established to promote consistency of care. Parents receive a detailed prospectus at the time of placement, including a copy of the main policies and procedures. There is a newsletter once a term and parents receive regular verbal feedback from staff. A clear and detailed key work policy explains to parents what role the key worker takes in supporting their child and list of the key workers is displayed in the reception area.

Children have access to a small range of resources and activities that promote an understanding of the wider world, mainly promoting different cultures.

The partnership with parents and carers is satisfactory. Parents have access to clear and easy to understand information about the Foundation Stage, both within the prospectus and displayed within the setting. There are regular opportunities to receive verbal information about children's progress and staff organise parents meetings during each term. Parents can meet with their child's key worker and they are given details of their progress through the Foundation Stage. Parents are not currently involved in identifying children's starting points or fully involved in children's learning.

Organisation

The organisation is good.

Children receive a good level of care and support from a well established and friendly staff team. Daily communication both before and during the session and a staff rota ensure that staff are clear of their duties. The deployment of staff is good as they work with different groups of children at different activities and ask another member of staff to take over before undertaking another task, for example, preparing snack. A high number of adults mean that children get one to one support during the session.

The setting demonstrates a commitment to improve through self evaluation and training. An action plan and self evaluation details have been devised to identify future targets. Staff attend a variety of training courses to update their knowledge and skills.

Children are protected as there are appropriate procedures in place to ensure that all staff are suitable to work with children. The PIC is meticulous in maintaining records of Criminal Records Bureau checks. All of the required policies and procedures are in place and there is a clear operational plan. This includes useful information such as what children learn from particular activities which staff can reference. Registration forms contain appropriate information to ensure children's needs are met.

The leadership and management of funded nursery education is satisfactory. The person in charge gives good direction to staff and is proactive in talking to them both before and during the session. Responsibility is delegated, for example, three staff members currently do the planning so they develop their knowledge and feel involved. Systems to monitor and evaluate the effectiveness of the Nursery Education are not fully effective in identifying gaps in teaching and learning.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the setting was asked to update the operational plan to ensure all current legislation is referred to and it is made clear which roles are the responsibility of the regulator; ensure the routine and range of activities presented meet children's individual needs and promote overall development in all areas of learning; ensure the safety of the children is consistently promoted within the pre-school; and to ensure documentation for parents who wish to make a complaint includes information regarding the regulator.

The setting has updated the operational plan and it contains clear and relevant information. As a result staff know what their role is during the session. The session has a varied routine to provide enjoyment and stimulation for the children who attend. Children's safety is effectively promoted with regards to the computer as the flex is now inaccessible to children. Relevant complaints information is available for parent and includes information about the regulator. As a result consistency of care is promoted.

At the last Nursery Education inspection the setting was asked to include what the children are intended to learn and how the activities can be adapted to suit children who learn at different rates into the planning; maintain consistent records of children's progress towards the early learning goals and use these to inform future planning; provide more opportunities in creative development for children to express their own ideas and to explore sound and use musical instruments; and to plan activities for children to handle and explore a variety of two and three dimensional materials, including malleable ones.

Planning clearly shows which area of learning is being covered by a particular activity and what the learning intention is. Differentiation is included in the planning to take into account children's different stages of learning, although it is not fully effective in providing appropriate challenge for more able children. Records of children's progress are maintained, although they are not currently used fully to inform future planning. Children have regular opportunities to engage in painting and art and craft activities and sometimes express their own ideas and develop their imagination. Children have good opportunities to explore a variety of two and three dimensional materials and explore how they feel.

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.

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 satisfactory.

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 the risk assessment is updated and that risks and hazards are minimised in all areas of the building
- expand the range of resources and activities that positively promotes an understanding of 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):

- ensure that planning is based on children's stage of development and their interests and covers all aspects within the areas of learning
- develop the partnership with parents so that they are able to contribute to identifying children's starting points
- develop systems that help to monitor and evaluate the effectiveness of the nursery education.

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