



St Hugh's Pre-School Play Centre

Inspection report for early years provision

Unique Reference Number	253570
Inspection date	16 September 2005
Inspector	Anne Barnsley
Setting Address	St Hugh's Church Hall, Harewood Crescent, North Hykeham, Lincoln, Lincolnshire, LN6 8JG
Telephone number	U/A
E-mail	suehall80@ntlworld.com
Registered person	St Hugh's Pre-School Play Centre
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 Hugh's Pre-school Play Centre registered in 1984. It operates from St Hugh's Church Hall in North Hykeham, using the main hall, toilets and kitchen. There is no direct outdoor play area. Children attend from the local community.

The group is registered to provide 30 places for children aged between 2 and 5 years. There are currently 43 children on roll of whom 14 are funded 3 and 4-year-olds. Opening times are from 09:30 to 12:00 Monday to Friday term time only.

Children with special needs are accommodated by the group.

There are eight staff who work directly with the children. Of these eight staff, four hold relevant child care qualifications. The setting has support from the Early Years Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean, well-maintained premises. They learn the importance of good personal hygiene through consistent routines and excellent levels of support and guidance from staff. Children have healthy snacks and drinks at break time and these account for any special dietary requirements. Children understand their own personal needs, and either cater for these independently, or feel secure and confident to ask for help.

Despite the lack of an outside area, children have excellent levels of physical play on a daily basis. Activities are varied and enable children to learn new physical skills and to progress existing ones. They are forming a positive attitude to exercise and rest. Children use small tools with increasing precision and are developing good control and hand-eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe because of the staff's high regard for safety in the provision. Staff are stringent in following the effective procedures, ensuring that the risk of injury is minimised. Instant action is taken by staff if a potential risk is identified, however, in some cases, the staff are reliant on the owners of the hall to make any necessary improvements. A heavy bookcase, which is used well by the children, has been identified as a potential risk by staff if it should topple over. A preventative safety measure or alternative solution is being arranged. Children are well supported by staff who are alert and aware of what children are doing at all times. Children listen well to staff guidance and explanations. They are learning to take responsibility for keeping themselves safe.

Children have a broad range of safe, good quality equipment which is appropriate for their ages and stages of development. Resources are safely stored, and when set out, enable children to self-select and express themselves freely in a safe environment.

Helping children achieve well and enjoy what they do

The provision is good.

The care, learning and play experiences for children are good. Children arrive happy and most are confident to leave their parent/carer and eagerly engage in play of their choice. Children have settled well in this provision, and new or very young children are extremely well supported by staff. Children interact very well with each other and staff. They are fluent communicators, sharing their ideas and experiences with enthusiasm. Children chose confidently from a wide range of resources and move between activities when they are ready. They have clear ideas about what they wish to do and how long they wish to spend at an activity. Some children persevere with tasks that are complex and intricate and require high levels of concentration and skill. Children enjoy group activities such as greeting time and physical activities; they are starting to form friendships and make choices about who they wish to play with or sit next to.

Nursery Education.

The quality of teaching and learning for three and four-year-olds is good. All staff have a thorough knowledge of the Foundation Stage and all contribute their ideas to planning a broad and varied curriculum that covers all areas of learning. Staff use their knowledge well to extend and consolidate children's learning in general play situations. Conversations are purposeful and meaningful, and focus on children's natural interests and choices. Children are regularly observed by staff to ensure that all future planning accounts for each child's developing abilities, and each activity is evaluated to enable staff to plan the next steps for each child. Staff work with children in both small and large groups, and provide a good balance between adult and child-led activities. This enables children to explore and experiment for themselves and also ensures that they feel well supported and have a sense of belonging to a group.

Children are confident and enjoy good relationships with staff and each other. Behaviour is extremely good in this provision. Staff are excellent role models for children. They treat children with kindness and respect, and value each child as an individual. Children have consistent and clear boundaries within a familiar routine. They are guided and supported well in their understanding of these. Staff use strategies that effectively manage and promote positive behaviour. Staff work very well as a team and successfully provide children with a secure and stable environment in which they are learning right from wrong and how to interact harmoniously in a group.

Children are beginning to use writing as a means of communication. Most children like to make marks and form lines and circles. Some children are beginning to attempt to write their own names or form recognisable letters. Many children make exceptionally good use of the books in the book corner and some sit for considerable periods of time, relaxing on bean bags and looking at books with friends, staff or alone. They use the pictures and their own imagination to re-tell stories and some children trace their finger along the writing from left to right, demonstrating that they are beginning to understand that print carries meaning. Most children are keen to count, and do so in their general play. They know the names of common shapes and can distinguish between different sizes. Children use technology well in their role play, acting out real and imagined experiences and also to assist them in activities which require the use of magnifying glasses and magnets, for example. Due to the

lack of an outdoor space and trips around the local community, children have less experience of the natural world and a sense of place. They do however, participate in "growing" activities and learn about mini beasts by bringing the outside, inside. Despite the lack of an outdoor area, children have excellent daily physical activities. These are varied, stimulating and fun. Children really enjoy the activities and, as a result of the varied nature of these, they are developing good all round body control. Children enjoy role play, using their own imagination and playing with peers or happily alone in their thoughts. They know and enjoy a wide range of songs, actions and rhymes and have music workshops to broaden their experiences of musical instruments.

Helping children make a positive contribution

The provision is good.

Staff obtain good information from parents when their child first starts and they use this well to plan and cater for children's individual needs. This includes finding out about children's religious or cultural needs, and any specific or special educational need that a child may have. Staff have a good knowledge and understanding of equal opportunities and provide very well for all children on an individual basis. They introduce children to other cultures and the wider community through well planned activities and good resources that promote positive images of diversity. Children contribute to their community by taking part in festivals and concerts in the local church with other organisations, and by having sports days attended by family and friends.

Partnership with parents is good. Staff have formed good relationships with parents and exchange information on a daily basis, thus ensuring that the developing or changing needs of the children and families can be fully met. Staff work closely with the parents of children with special educational needs and plan individual educational programmes that provide appropriate challenge and support for children. Parents receive good quality information about the setting and the educational programme although they have less information about ways in which they can contribute to their child's learning, either in the setting or at home. The social, spiritual, and cultural development of children is fostered.

Organisation

The organisation is good.

The well established and knowledgeable staff team ensures that children are well cared for and protected. High staff ratios and excellent team work enables staff to organise the sessions effectively and devote their time to the needs of the children. All staff have completed child protection training and first aid training and have a very good knowledge of their duty of care towards all children. All staff receive thorough induction support and effectively implement policies and procedures to a high standard. The policies and procedures of the setting promote children's health and well-being.

Leadership and management for the pre-school is good. The joint owners of the pre-school have worked exceptionally hard to introduce the nursery education programme. They have ensured that all staff has a good knowledge of the Foundation Stage and can plan and observe children equally well. They ensure that staff are kept up to date with their training needs and that there are specialised skills within the group. This is a dedicated, committed team who are motivated and keen to introduce new ideas to improve the setting for the children. Staff have a proactive attitude towards training and working together as a team, sharing ideas and communicating these regularly through staff meetings and general conversations. This commitment to ensuring that the quality of care and education is maintained to a high standard, promotes an inclusive environment in which every child matters. The provision meets the needs of the children who attend.

Improvements since the last inspection

The pre-school has made significant improvements to their written procedures. Clear instructions have been written regarding the action staff must take in the event a child is lost. An induction package has been formalised to ensure that all new staff have a thorough and comprehensive understanding of their role and pre-school practices. Registration systems have been improved through the addition of an extra time sheet which records the time of late arrivals or early collections. A medication form has been introduced in the event that medication is administered, and permission for staff to seek emergency medical treatment has been added to the admission form. Increased role play has been organised on a daily basis and is varied in accordance to the planned themes. The children now have physical activities with large apparatus, dance and movement or equipment that develops their hand-eye coordination, each day at the end of the session. Dedicated fund raising has enabled the staff to purchase a climbing frame which further enhances these opportunities for a group with no outside play area. Good use is made of the mobile library service to obtain books that promote positive images of diversity and the staff have increased their resources, for example, dressing up clothes and dolls to ensure that children develop a positive attitude and experience positive learning through general play. Purposeful planning helps to develop the children's understanding and appreciation further by introducing them to other cultures and festivals from around the world.

Complaints since the last inspection

There are no complaints to report.

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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 that the bookcase is made safe and does not pose a risk to children's safety

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):

- develop children's understanding of the local community in which they live
- provide parents with increased opportunities to know about, and be involved with their child's 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