

# St Matthews Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	113726
<b>Inspection date</b>	28 June 2007
<b>Inspector</b>	Janet Marie Thouless

<b>Setting Address</b>	Saint Matthews Church Hall, 101 Tarring Road, Worthing, West Sussex, BN11 4HE
<b>Telephone number</b>	01903 218071 am 01903 207589 pm
<b>E-mail</b>	
<b>Registered person</b>	Valerie Ann Charman
<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 Mathews Pre-School is a privately run group. It opened in 1973 and operates from three rooms in St Mathews Church hall. It is situated in Worthing, West Sussex. A maximum of 26 children may attend the pre-school at one time, eight of these may be aged under three years. The pre-school is open each weekday from 09:00 - 12:00 term time only. The Pre-school also opens Tuesdays and Thursdays afternoons for younger children from 12:30 - 14:30. There is an enclosed outdoor play area.

There are currently 47 children aged from two to five years on roll. Of these 30 children receive funding for nursery education. Children come from the local residential area. The pre-school currently supports three child with English as an additional language and two children with special educational needs.

The pre-school employs six staff. The pre-school leader and four members of staff hold an appropriate qualification. One member of staff is currently unqualified but has a wealth of experience of working with young children.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and wellbeing is effectively promoted in a clean and well maintained environment. They are well taken care of if they have an accident or become ill, because staff follow appropriate guidelines and procedures and hold current first aid certificates. Parents are immediately informed of infectious illness, such as a recent chicken pox outbreak. Children learn to understand good health and hygiene practices, for instance, washing hands with liquid soap before snack time, after toilet visits and drying them on disposable towels.

Children enjoy social snack times sitting at tables with staff and friends. Children receive a range of healthy snacks which include a choice of drinks, fresh fruit and vegetables. They recently enjoyed a trip to the local bakery to buy bread for snack time. A jug of water is available that children can see and children request drinking water when thirsty. Children learn about the importance of healthy eating, during discussions with staff and through various topics and displays.

Children have good opportunities to develop their physical skills, both indoors, and in the outdoor area. They are developing a positive attitude to physical exercise which is enjoyed on a daily basis. Children show great delight and excitement when playing in the large hall when raining. They have fun and are becoming proficient at using the resources available. For example, they demonstrate good co-ordination on the climbing frame, good control when manoeuvring the pedal bikes and enjoy ball games of throwing and catching.

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

The provision is good.

Children are cared for in a warm, welcoming and attractive environment where they can play independently and safely. The staff complete regular risk assessments of the premises and for the safe conduct of outings and take suitable action to minimise the risk of accidental injury to children. This allows children to explore their environment and enjoy the toys, resources and activities on offer.

Children are protected from harm as they practise regular fire drills with staff and become aware of emergency evacuation procedures. The whole layout of the setting is child friendly, enabling children to access most play and learning resources safely and independently. Children are well supervised and protected on outings, for example, children listen attentively to staff and follow instructions, as they explore the church building and gardens.

Staff have good knowledge of child protection issues and procedures, which helps them in their role of keeping children safe. The staff's knowledge is updated on a regular basis and by revisiting the pre-school's policy and procedures. A comprehensive child protection policy is made available to parents to keep them informed of the staff's responsibilities, and a record of visitors is effectively maintained.

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

The provision is good.

Children enjoy a stimulating, bright and colourful child centred environment, in which they have opportunities to enjoy independent play and organised activities in welcoming surroundings. They arrive happy, confident and quickly settle to their chosen activity. Children receive lots of attention and have established warm and close relationships with staff which increases their sense of wellbeing.

Young children are becoming competent learners as they play independently, in small groups or with staff. They enjoy using their imagination in role play by caring for the animals in the vet's corner. They place bandages around legs and arms and sooth the animals off to sleep. They have great fun exploring and experimenting with dough. They roll out the dough, pushing and pulling to make it larger or roll the dough into balls to place in the saucepan to cook. All children develop their interest in books and stories as staff read books with the children and encourage them to repeat familiar parts of the story. They delight in repeating familiar text within the story of the 'Three Little Pigs'. This encourages children's imagination and develops their listening skills and concentration. Staff are committed to supporting the needs of the younger children; they have a sound understanding of children's ages and stages of development, children's individual developmental needs and the importance of children learning through play.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all of the six areas of learning. Staff have sound knowledge of the Foundation Stage Curriculum and how to implement it effectively as they are all involved in the planning process. They each have responsibility for observing and assessing children and the evaluations of activities are used to inform future planning. Staff are currently developing the recording of observations to improve children's individual assessments, monitor their progress and inform curriculum planning.

Children are becoming confident learners as they move between and ask to join in activities of their choice. They confidently approach staff to talk to them or to ask for help and support when needed. For example when winding bandages around the soft toys arms and legs in the vets corner, when using resources at the play dough table or selecting aprons for water play and painting.

Children are confident speakers and use language for thinking as they engage in conversation with adults and each other. There are many opportunities for children to see and hear how words and letters sound. For example, during focused activities they practise writing and sounding out the letters in their names and everyday words and give themselves gold stars when achieved. Children see and identify words around the setting such as labels, notices and their names on individual art work. Staff interact with children well and use open-ended questioning to encourage and extend children's vocabulary and language skills. Children handle books carefully, turning the pages correctly from front to back, showing interest and familiarity in their content. Opportunities exist for children to practise mark making, such as having writing pads and pens in the vet's corner and a well-resourced writing table.

Children gain confidence in using numbers in their every day play and during daily routines. They respond positively to challenges such as counting down from 10 when launching the

rocket into the sky in action rhymes. They count the number of animals sleeping when visiting the vets corner: 'I have four sleeping in my basket'. They know to take two pieces of apple at the snack table and smile when they have taken three. Children's learning is extended when they fill up containers in the water play and watch it spill over the top 'Look I have too much and it's falling over the top'. They delight in watching the water fall through the different types of resources on offer.

Children make sense of the world around them through creative projects. For example, they observe the different types of building within the local community and explore the different types of material used to build. Staff encourage them to feel the texture of stone work, such as flint and brick and the markings on brick work and wooden doors. Children use expressive language, such as, smooth, bumpy and cold when observing. They learn about their local community as they enjoy local walks to places of interest, such as, the local bakery to buy breads for snack time and the supermarket to observe different types of food available. Children delight in participating in music and enjoy using two handed instruments which help them recognise pitch, tone and rhythm and practise hand-eye co-ordination.

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

The provision is good.

Children and their parents and carers, receive a warm welcome into the pre-school. Staff are good role models who encourage the children to behave well. They are calm, consistent and polite, creating a harmonious environment where people care about each other. Staff are proactive in supporting children with additional needs, which develops their sense of belonging and their self-esteem. Staff work closely with parents and carers to ensure that children's individual needs are met.

Staff manage children's behaviour sensitively and effectively, increasing children's understanding of right and wrong by using simple strategies. They promote the importance of sharing and being kind and helpful to each other which children understand and comply with. Children behave extremely well; they learn to share and take turns, to negotiate and work harmoniously together. Children are becoming aware of diversity within a wider society through planned activities and as they celebrate their own and other cultural beliefs. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. All children are valued as individuals and their needs are met using the information gathered from parents. Parents are kept informed about their children's care and development through daily discussion and informal meetings. Parents receive information about the Foundation Stage Curriculum to help them understand the planning and assessments used to monitor the children's progress. Regular newsletters keep parents informed about changes within the pre-school. Information about the learning programme and daily planning is displayed in order for parents to take an active part in their children's learning and development.

### **Organisation**

The organisation is good.

Children's care is enhanced by the effective organisation of the pre-school. The qualified and experienced staff are knowledgeable about child development and are fully committed to provide a high standard of care for all children. Staff are guided by the setting's comprehensive policies and procedures and implement them effectively. However, some policies require regular

reviews to ensure they comply with the latest guidelines. All of the legally required documentation and records are in place and are clearly maintained. The good deployment of staff and use of time ensures children receive high levels of support in their care, learning and play. All staff are motivated, have a high regard for the well-being of all children, helping them to reach their full potential.

Leadership and management is good. The management team have a clear vision for the nursery education and the future of the pre-school as a whole. They set clear direction for continual improvement in the organisation of nursery education and the outcomes for children. They are committed to provide strong leadership and management across all areas of the provision to ensure the staff are encouraged and committed to creating a rich learning environment for children. The provider meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

At the last inspection, three recommendations were made: to ensure that a contact address is recorded for visitors, all injuries a child arrives with are recorded and the complaints policy includes the address and telephone number of Ofsted. Visitors' details are fully recorded in the visitors' book, all injuries are entered into the accident book and the complaints procedure has been updated to include Ofsted's contact details. Thus supporting the welfare and safety of the children and providing parents with relevant up to date information.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require 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):

- regularly update policies and procedures in line with current legislation.

#### **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):

- continue to develop children's individual assessments to monitor their progress and inform curriculum planning.

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)