

St Marychurch Pre-School

Inspection report for early years provision

Unique Reference Number	139478
Inspection date	09 May 2007
Inspector	Sally Hall
Setting Address	The Parish Hall, Church Road, Torquay, Devon, TQ1 4QY
Telephone number	(01803) 312542
E-mail	
Registered person	St Marychurch 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 Marychurch Pre-school has been established for many years and runs from a church hall in the district of St Marychurch, in Torquay in Devon. The group is managed by a committee of parents and has the use of two rooms within the hall as well as the use of an enclosed outside play space.

The pre-school is registered to provide care for up to 26 children aged from two to five years. There are currently 21 children on roll of whom 14 are in receipt of funding. The group supports children with learning difficulties and/or disabilities and can support children with English as an additional language. Sessions are offered from 09:00 to 12:00, Monday to Friday term time only. Four members of staff support the provision, one of whom holds a Primary B.Ed, and two are qualified to NVQ Level 3, and one member to NVQ Level 2. They also have a member of staff to provide cover. The group receive regular support from the Torbay Early Years Development and Childcare Partnership and the Pre-school Advisory service. They are also an accredited member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clear environment. They are able to be independent in going to the toilet and are aware of the importance of washing their hands. For example, they know that they wash their hands before snacks to remove any germs and that you cannot see germs. They are appropriately cared for in the event of an accident as the staff have valid first aid certificates. Staff are vigilant in ensuring accidents are recorded and that parents countersign the entry. Parents are aware of the procedure in the event of their child being unwell and clear documentation is available for staff to refer to for exclusion periods.

Children's dietary needs are known and recorded. They have healthy snacks and opportunities to make their own snacks, for example, sandwiches and have a choice of fillings. Children are able to help themselves to drinks during the session. However, they are not encouraged to pour their own drinks at snack time.

Children have opportunities to be physically active in the large hall with an area separated off to use trikes at their own choice of time during the first part of the session and soft play area with low-level climbing frame. They have a play area outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have plenty of space to play in the hall giving them opportunities for planned and physical activities and use of a classroom for more structured activities. They have a secure outdoor play area and have an opportunity during the session to move freely between indoor activities and for outside play. Children have a range of resources to select to provide challenge and stimulation. Resources are rotated to give variety and children are able to say what they would like to play with during the second part of the session when they change rooms.

Children are supervised well at all times; there are good procedures in place to ensure their safety during arrival and departures. Systems are in place to record children's attendance and staff are vigilant in recording visitors to the setting. Staff are very aware of the importance of ensuring a safe environment particularly whilst building work is being carried out. They conduct regular risk assessments and make daily checks of the areas used. Children are reminded of the importance of keeping themselves safe, for example, to sit properly on the chairs and be careful with knives when making their own sandwiches.

Children are further protected by the staff's secure knowledge of child protection. They have a policy to refer to and have completed training to ensure they are clear of what to do should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, happy and keen to learn. They enjoy playing with each other and eagerly express themselves. Children are able to make their own choice of activities and toys as well as having planned activities. They enjoy free play, with structured activities giving them opportunities to use their own imagination as well as group activities. For example, story and

circle time. Staff know the children well and give them praise and encouragement. Children have a keyworker who monitors their progress.

Nursery Education:

Children are making good progress along the stepping stones towards the early learning goals. They are keen to learn and show interest and confident to speak at circle time and spontaneously sing a song to their peers. However, not all children are being sufficiently challenged to build on what they already know and can do and at times children will wander around the hall looking for something to do. Staff have a secure understanding of the Foundation Stage and support children with their learning. They sit alongside the children and encourage them to ask questions and talk about what they are doing. Systems are in place for observations and assessments to monitor children's progress and used to support the staff with their planning and children's next stage of development. Children show an interest in the activities they are learning about and extend this into their free play. For example, the theme mini beasts making snails out of the play dough and dressing up as a butterfly. Children are curious to learn how things work and learn about volume with water sinking and floating. They listen well at story time and enjoy props that are used, for example, the story 'The Old Lady That Swallowed the Shoe' and will predict the outcome of the story. Children enjoy selecting books, however, the choice is limited, and the book corner is not as inviting as it could be to encourage children to use. For example, books placed on the floor in the main hall. Children learn about their local environment and have visits to places of interest. They have opportunities to learn about diversity through planned themes and festivals celebrated throughout the year. They learn about nature with interest. For example, the life of the butterfly and have opportunities to grow plants in the patio area that include geraniums, sunflowers, and herbs and have planted cress seeds. Children recognise their names. They have a self-registration system where they select their own name on arrival and put back when they leave and name places are used at snack time. Children count confidently in their play and at snack time. They play with resources, which support their counting and sorting skills and do simple calculations. Children enjoy circle time and are keen to join in 'show and tell' and talk about what they have brought in from home including items to support what they have been learning about. For example, a child brought in a ladybird they had made at home and a child brought in butterfly wings they had made. Children have varied crafts to use, for example, junk modelling, art, threading giving them opportunities to be feely creative. They enjoy role-play with their peers. They participate well in action songs and join in with favourite songs enthusiastically.

Helping children make a positive contribution

The provision is good.

Children behave well; they listen well to instructions and respond appropriately. For example, at tidy up time they are reminded to handle the resources carefully and learn to share and take turns. They are thoughtful to each other and show concern when someone is upset. Children's spiritual, moral, social, and cultural development is fostered. They relate well to each other and play well in groups and individually. They have good relationships with the staff and are keen to share their home news. For example, at circle time sharing where they have been over the weekend. The staff know the children well and ensure they receive equal attention. They know their likes and dislikes and interact quickly if a child is upset. Children with learning difficulties are supported well. Their progress is monitored and regularly reviewed. Staff seek support and advice from outside agencies and liaise with parents to ensure consistency of care.

Partnership with parents is good. They are warmly welcomed and there is a good daily exchange of information. Parents receive a regular newsletter and the notice board provides current information. Parents of children who are in receipt of funding have opportunities to meet with their child's keyworker to discuss their progress. Parents are informed of their child's keyworker when their child is registered and invited in after six weeks to receive feedback on how their child has settled. This exchange of information ensures parents are informed of their child's progress and development enabling them to support their child's learning at home.

Organisation

The organisation is good.

Children's documentation is in place to support their care and to ensure the staff have all the relevant information. There are clear policies and procedures in place to meet the standards and the regulations. The staff work well together as a team and are clear of their role for the morning. The children are happy and secure and enjoy a varied range of play opportunities, which are organised well.

Leadership and management is good. The committee and staff work closely, to ensure that children receive good care and education. The staff take responsibility for the daily running of the sessions and meet regularly to plan the content of the sessions and evaluate the sessions daily. There are systems in place to monitor children's progress and plan for their next stage of development. Children are cared for by experienced staff who keep up to date with current legislation. Staff have yearly appraisals and meet regularly to plan their sessions. A brief outline of what the children have been doing is displayed for parents after each session.

The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

The previous care and education inspection, recommended the setting conduct regular risk assessments. These are now routinely conducted to ensure the premises are safe for children. To ensure there is adequate hot water for hand washing this is now in place and the toilet facilities are being improved.

To monitor planning to ensure all the early learning goals receive regular emphases. The staff meet regularly to plan and evaluate the sessions. A further recommendation was made to develop systems of communication with parents regarding the planned programme and their children's achievement. Parents now have regular information, the weekly plan is displayed, and parent interviews arranged with their child's keyworker. This ensures they are well informed and able to extend their child's learning at home.

Complaints since the last inspection

There have been no complaints to Ofsted since the last inspection 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):

- improve the book corners to be more inviting to encourage children to use.

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):

- extend opportunities to provide the more able children with challenge and build on what they already know and can do.

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