

St Bridget's Pre-School

Inspection report for early years provision

Unique Reference Number	306492
Inspection date	05 May 2007
Inspector	Elaine Murray
Setting Address	St. Bridgets Church Centre, St. Bridgets Lane, Wirral, Merseyside, CH48 3JT
Telephone number	07813 431 093
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Registered person	St Bridget'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 inadequate - notice of action to improve. The registered person does not meet 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 Bridget's Pre-School was established in 1992. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The group operates from a church hall within the grounds of St Bridget's Primary School, West Kirby, Wirral. A maximum of 20 children may attend the pre-school at any one time. The group is open Monday, Tuesday and Friday from 09.00 until 12.00, and on Monday and Thursday from 13.30 until 15.15 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from two to under five years on roll, 20 of whom are in receipt of funding for nursery education. Children come from the local area. The nursery currently supports a number of children who speak English as an additional language.

The pre-school employs five staff. Three staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Staff follow hygienic procedures as they clean surfaces and equipment, helping to protect children from the spread of germs. However, children are developing a limited awareness of hygienic procedures as they do not routinely wash their hands before snack time. Children wash hands after using the toilet, but share the same towel for hand drying, which means there is risk of cross contamination. Most staff have an up to date first aid qualification, helping to meet children's needs in the event of a minor accident. However, children's health is not fully protected as staff do not request written parental permission for the seeking of any necessary emergency medical advice or treatment.

Staff plan a variety of opportunities to develop children's physical skills. As a result, children are learning to enjoy exercise and develop control of their bodies. Children benefit from weekly visits from a yoga teacher and a music and movement teacher. Children enjoy stretching and using their bodies to move in different ways. They have regular use of the playground and playing field of the school for physical exercise.

Children learn to enjoy a healthy diet as they are provided with fresh fruit each day as part of their snack. They are offered milk or water to drink at snack time, but fresh drinking water is not readily available to children at other times.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an appropriately welcoming environment. There are some displays of children's work, and toys and equipment are visible and accessible. This helps to foster children's sense of security and belonging. Space is appropriately used as areas are provided for different purposes, for example, children look at books or be involved in activities. The range of toys and equipment are suitable for different ages and abilities, meeting children's needs appropriately.

Generally good safety procedures are in place to protect children from hazards and dangers. Staff produce a written risk assessment of the premises, and outdoor area. Children also learn to protect their own safety as staff talk to them about why they must not run in pre-school. There is a clear fire evacuation procedure, but this is not always frequently practised in line with the recommendations of the fire safety officer.

Children are protected as staff have a satisfactory knowledge of the signs and symptoms of child abuse and hold relevant contact numbers. However, they are not sufficiently clear about the procedures to be followed relating to child protection, which has a negative effect on children's safety. The child protection policy includes the procedures to be followed in the event of an allegation being made against a staff member, but this was not available at inspection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are content and secure and have positive relationships with staff. Children enjoy and are involved in the range of activities provided, which appropriately promote their all round

development. Staff do not make use of the approach described in the 'Birth to three matters' framework to guide their planning and practice. Children enjoy free painting, role play and construction play. However, there are fewer chances for children to develop learning through sensory play. Younger children are supported well to complete activities, such as construction play and drawing.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a generally good knowledge and understanding of the early learning goals and this is reflected in their teaching. Staff plan some interesting and worthwhile topic based activities that relate to the stepping stones. Staff involve themselves in children's self-chosen activities to promote learning. They promote children's language skills and confidence as they discuss with them who is in their family as part of a topic 'All about me'. Children are encouraged to be independent as they help to give out snack and put their own shoes on after yoga. A weekly session held for children about to transfer to primary school is used appropriately to provide activities with more challenge for able children. Children benefit from weekly sessions with visiting teachers, who develop children's learning through yoga, baking, music and movement and French. Staff have a satisfactory knowledge of children's capabilities. However, the present system of observing and recording children's progress does not ensure that children's progress in the six areas of learning is effectively monitored, or that assessments of children's learning are used to inform future planning.

Children co-operate well in role play as they create scenarios and share resources. They take turns during a game. They learn to develop a caring attitude as they take home toy bears belonging to the pre-school overnight, and the following day discuss what they have done and how they have cared for the bear. Children learn to express their ideas as they talk to staff about their families and what they are doing during activities. They recognise their names on cards at snack time and older children learn to write their names. Children enjoy listening to stories and choose books to look at independently. Children learn to count to 10 and beyond. They count the number of spots on a bean bag and some children recognise the numerals. Children learn to identify simple shapes and use mathematical language as they talk about 'big' and 'small' play dough models they have made. Children learn to observe change as they take part in weekly baking activities and watch seeds grow. They learn to make models using play dough, construction sets and waste materials. Children are becoming confident to use a computer to support their learning. They develop a sense of place through visitors to the pre-school, such as a fire-fighter, and outings to a farm. Children are developing pencil control and skills using scissors and dough cutters. Children are able to express their own ideas in creative work as they are involved in activities, such as free painting, printing and collage.

Helping children make a positive contribution

The provision is satisfactory.

Staff take care to ensure that all children can take part in the activities. They provide good support to individuals to compete activities. For example, younger children are supported to join in with yoga. This helps to promote their self-esteem. Children are encouraged to contribute to the day to day life of the setting. For example, they take turns to go over to the school with a staff member to collect fruit for snack. At tidy up time they take toys along the corridor to return them to the store cupboard. This helps to develop children's confidence and sense of belonging. Children for whom English is an additional language are appropriately included. However, staff do not obtain information about the children's home languages or culture to

help meet children's needs. Children develop an awareness of diversity and the wider community through a satisfactory selection of resources and activities that promote positive images. Older children develop an awareness of different cultures and beliefs through topic work relating to festivals, such as Diwali.

Children generally behave well due to staff's positive approach. Staff give them praise and support for their efforts and achievements. Children are familiar with the routines of pre-school. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents receive information about the educational provision through the parent's brochure, regular newsletters, and half term plans which are on display. They have regular chances to be informed about their children's progress as they are shown assessment profiles. Parents help out at the pre-school on a regular basis, helping them to be involved in and support children's learning. At times, parents are encouraged to be involved in their children's learning by developing aspects at home.

Staff request information about children before a child joins the pre-school and obtain most relevant parental permissions. This information is used to help meet children's needs appropriately. Information about children's progress is shared informally through talks.

Organisation

The organisation is inadequate.

Most staff hold relevant childcare qualifications and this has a positive effect on children's welfare and learning. However, there is no system in place to ensure that the continuing training needs of staff are met, which has a negative effect on the care provided. Most policies and procedures are appropriately in place. There is a complaint procedure which is available to parents. However, managers are not aware of legislation regarding the required procedure for dealing with complaints and have not established a complaint record, which is a breach of regulations. Current routines and procedures do not ensure that children's good health is adequately promoted.

The leadership and management of the nursery education is satisfactory. The manager provides positive direction and staff work appropriately together to promote children's learning. The manager has a generally good awareness of the strengths and weaknesses of the setting.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to conduct a risk assessment of the outdoor area, keep a record of parents' names and ensure that there are sufficient staff qualified in first aid. These recommendations have been met with positive effect on children's safety and welfare. The setting was also required to develop the child protection policy. This has been done, but the full policy was not available at inspection.

The pre-school was required to use information from assessments to inform planning. This remains as an areas for development.

Complaints since the last inspection

Since the last inspection 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

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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, the registered person **must** take the following actions:

- request written permission from parents for seeking emergency medical advice or treatment
- ensure that children are encouraged in hygienic procedures with regard to hand washing and drying and that fresh drinking water is available to children at all times
- develop knowledge and understanding of legislation relating to the procedure for dealing with complaints. Keep a record of complaints relating to the National Standards and any action taken.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 the system for assessing and recording children's learning to ensure that their progress is effectively monitored in the six areas of learning
- make use of assessments of children's learning to plan the next steps.

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